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17. ABSTRACT (MAX. 250 WORDS)

Curricular guides to the teaching of reading to migrant children in grades one through six are presented. Objectives are to teach such essential skills in word recognition as contextual clues, word form clues, phonetic analysis, and structural analysis. The teaching of such cognitive skills as apprehending the main idea, finding supporting details, determining sequence, following directions, drawing inferences, following sequence in events and stories, using reference material, and reacting to material read is emphasized.

The curriculum is to be developed along organized lines, starting with reading readiness, and progressing to word recognition, comprehension, purposeful reading at a definite rate based on the purpose, vocabulary development, acquisition of study skills, and oral interpretation.

Rather than force children to fit a particular pattern, teachers are encouraged to fit the instruction to the children and to be guided by the individual's rate of learning, stage of development, and cultural and experiential background. Programs are to be developmental and progress in orderly steps of growth. A developmental outline for teaching a reading lesson follows the following steps: building readiness to read the given selection; guiding silent reading; developing word-recognition techniques; rereading the selection for such specific purposes as finding the main ideas, finding details, or locating information; and providing followup activities to extend the ideas gained while reading.

A variety of instructional materials should be used in addition to basa. and supplementary readers. The use of library books, literature, content type material, magazines, and newspapers is encouraged. Because over-age pupils may not respond well to suggested texts, teachers are advised to substitute such unconventional material as comic books and Walt Disney books when necessary.

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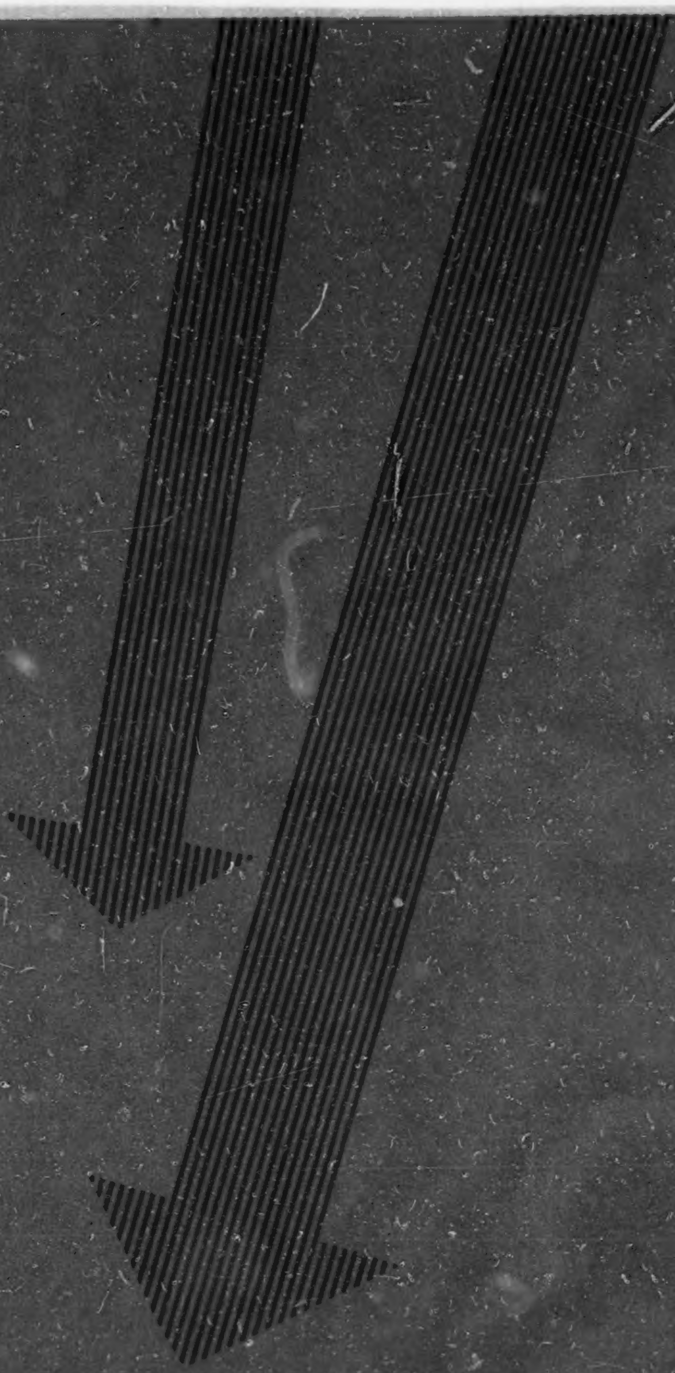

READING SUPPLEMENT TO CURRICULUM GUIDE FOR TEXAS MIGRATORY CHILDREN

Texas Education Agency
December, 1963

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Adams State College of Colorado,
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Reading Supplement
to
Proposed Curriculum Program
for
Texas Migratory Children

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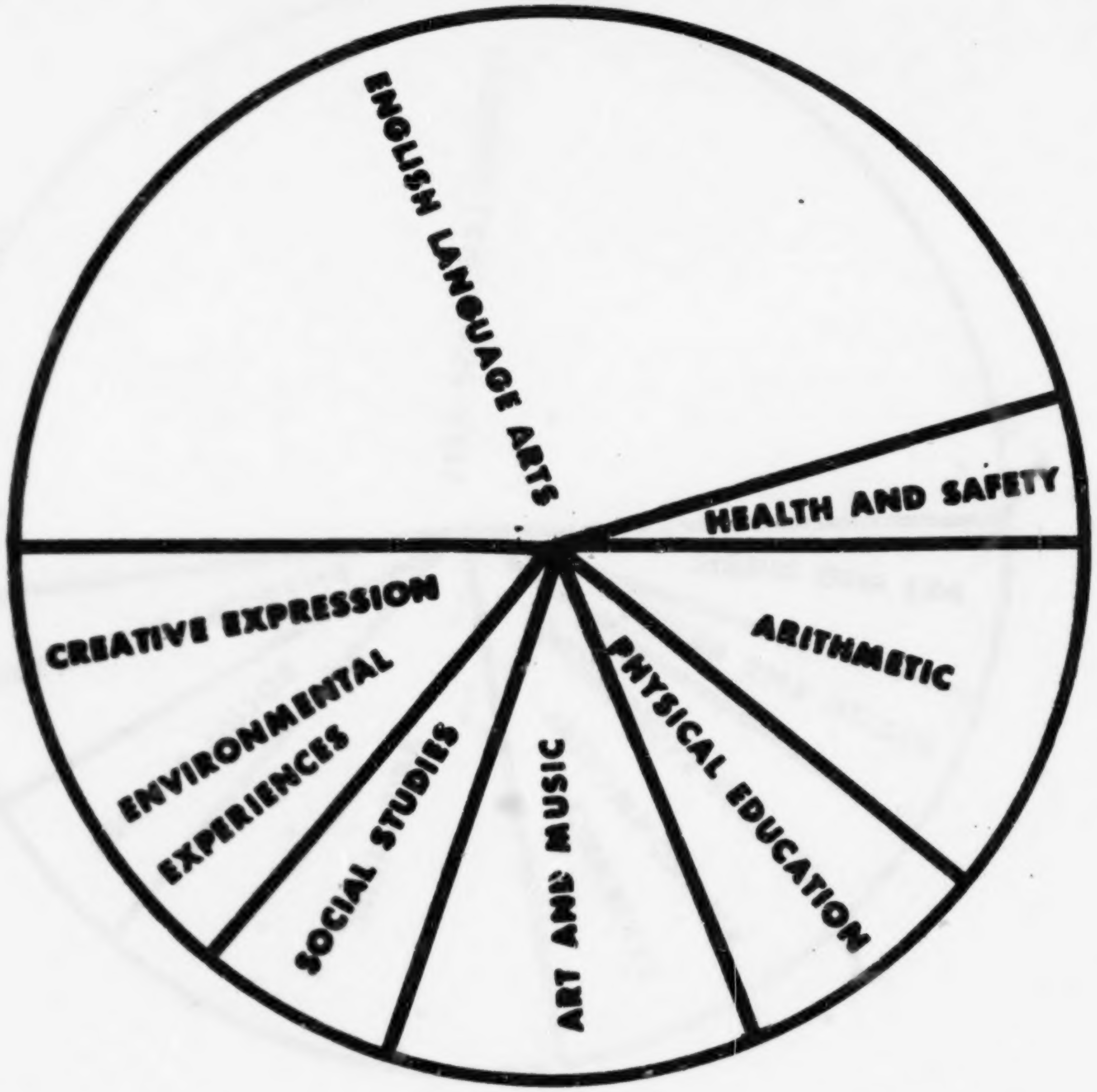
MIGRANT PROGRAM

SUGGESTED TIME ALLOTMENTS : Levels 1 through 5 (Grade 1)



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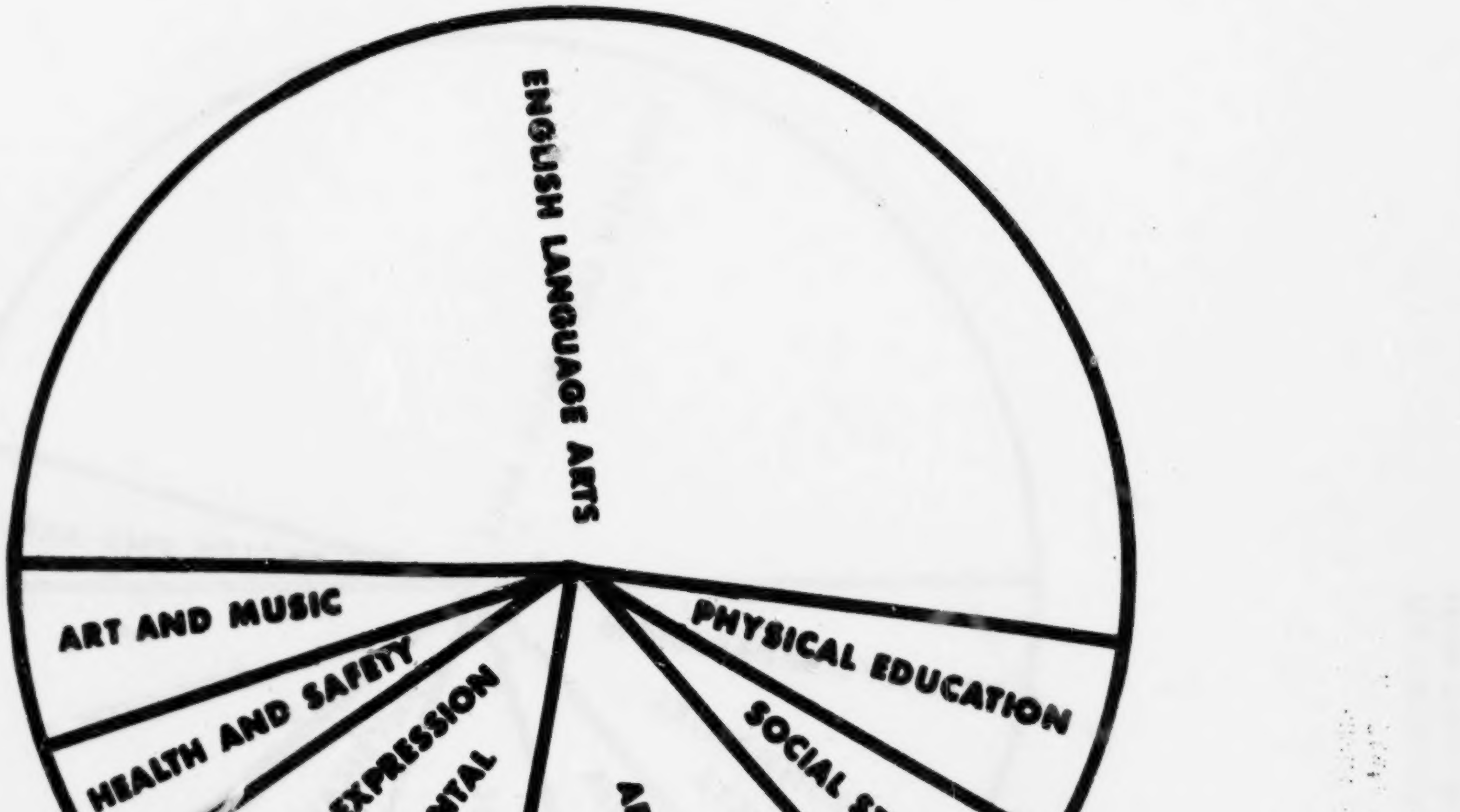
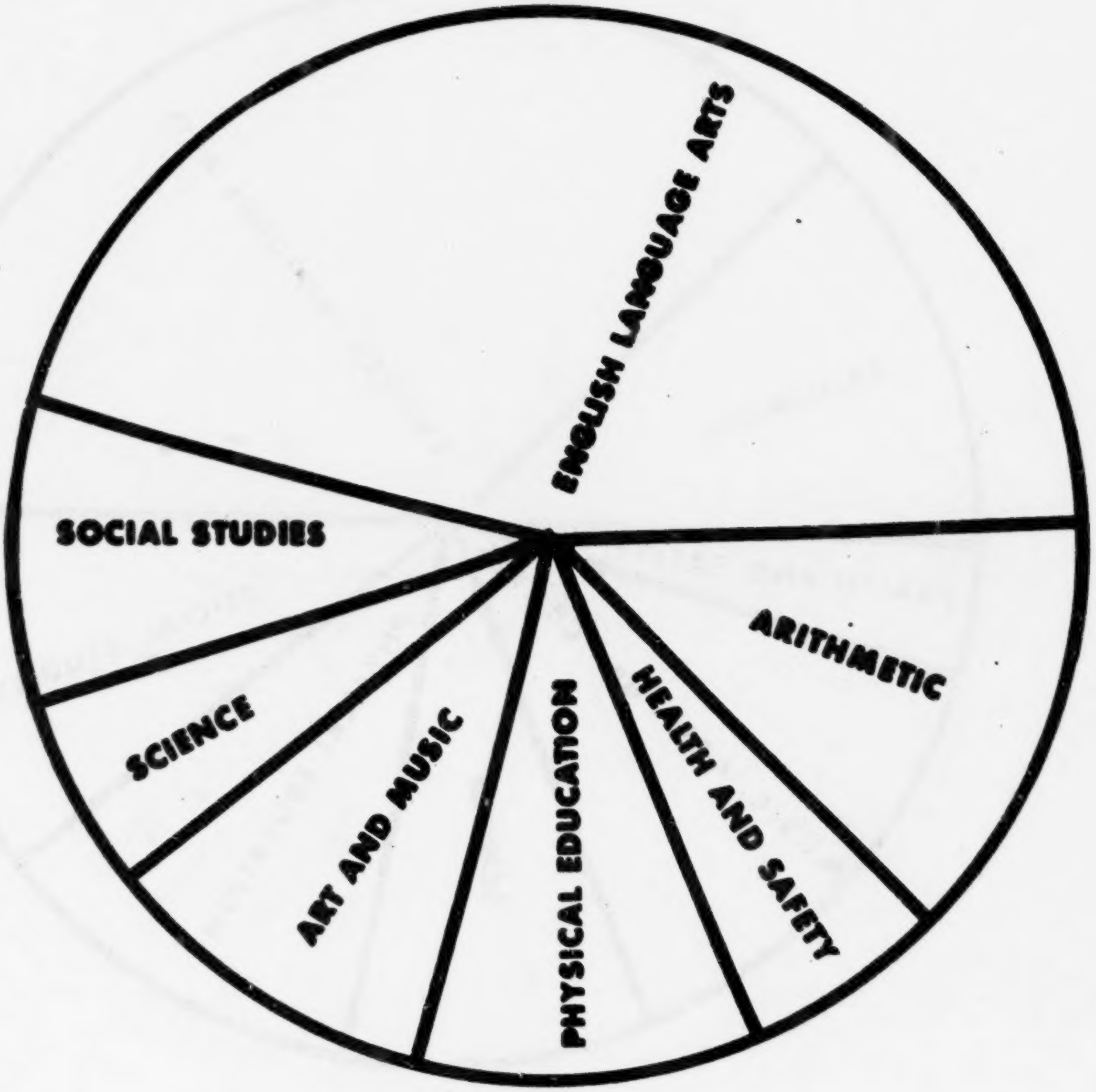
MIGRANT PROGRAM

SUGGESTED TIME ALLOTMENTS: Levels 6 and 7 (Grade 2)



MIGRANT PROGRAM

SUGGESTED TIME ALLOTMENTS: Levels 8 and 9 (Grade 3)



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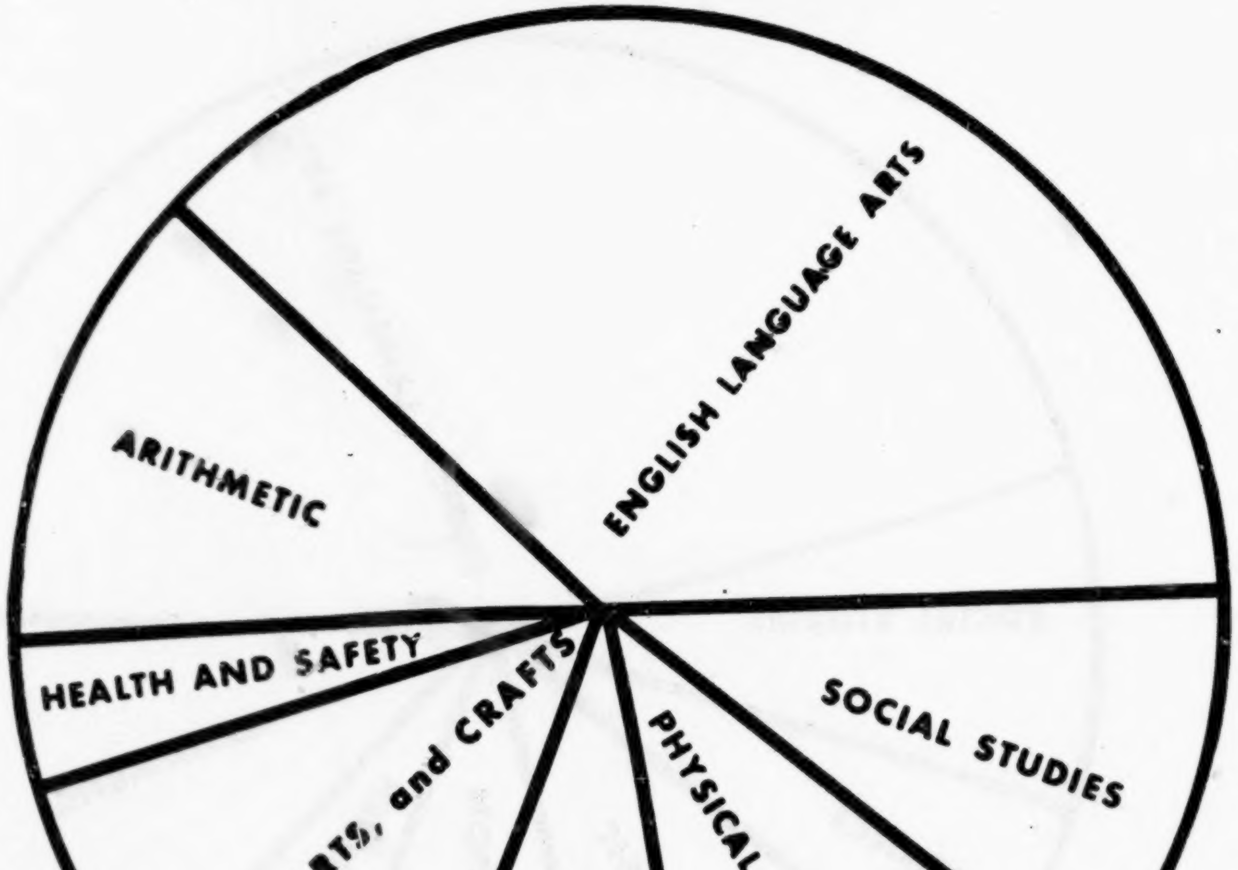
MIGRANT PROGRAM

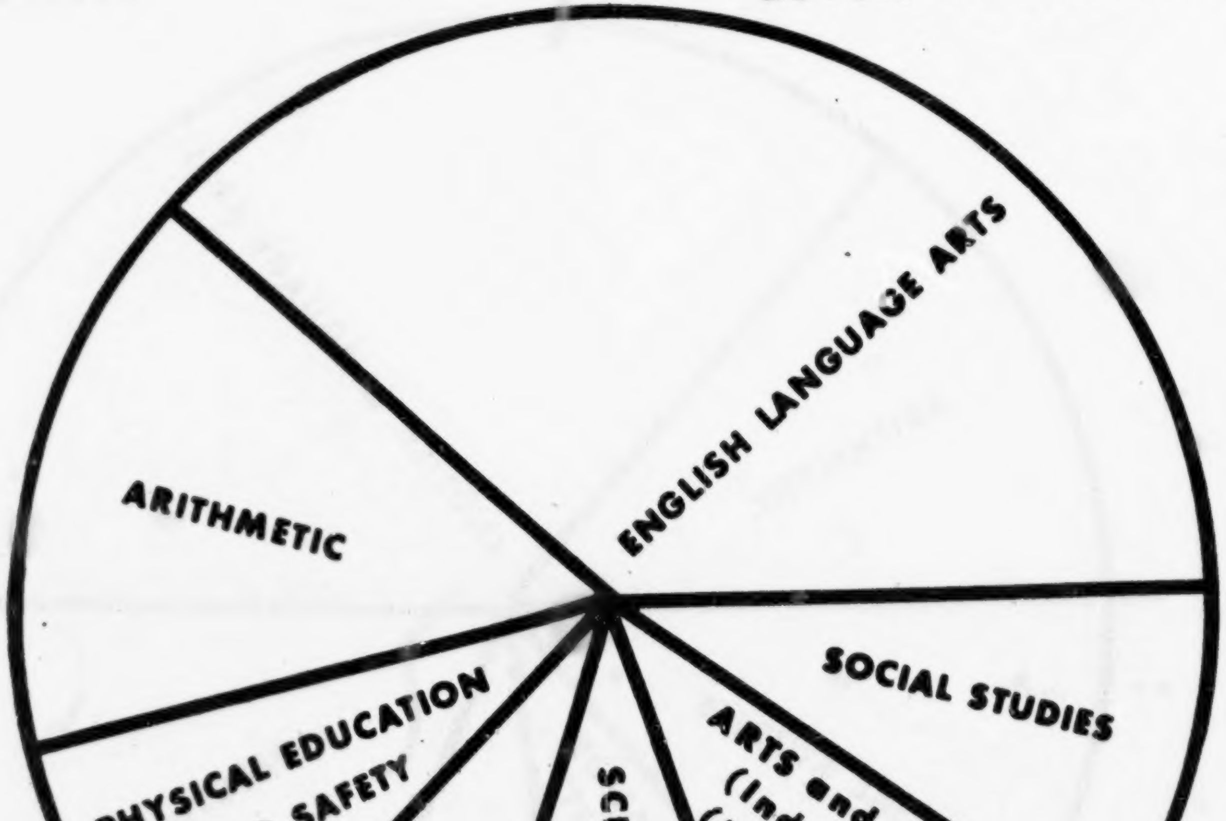
SUGGESTED TIME ALLOTMENTS : Levels 10 through 11 (Grade 4)



MIGRANT PROGRAM

SUGGESTED TIME ALLOTMENTS:

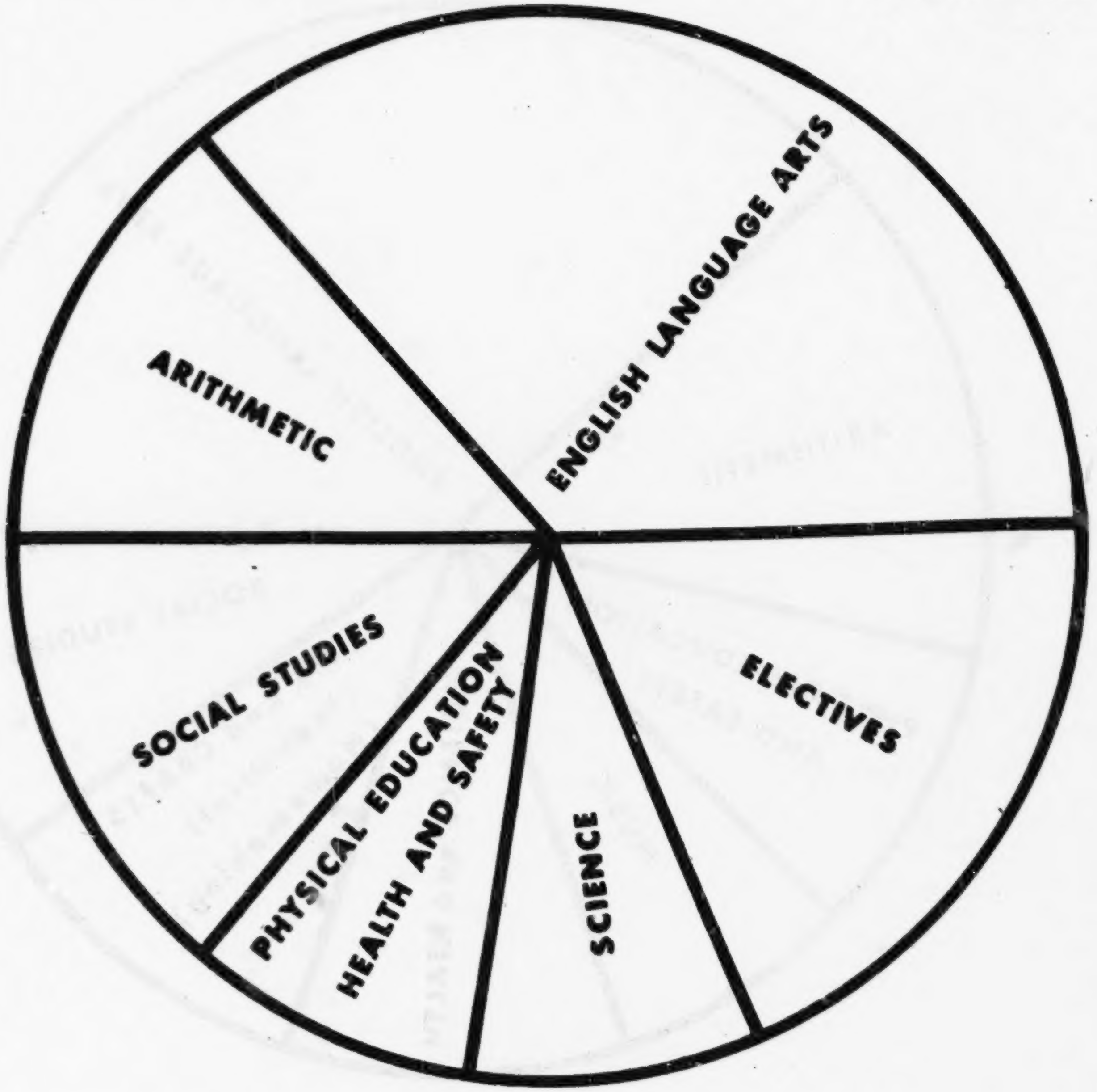
Levels 12 and 13 (Grade 5)
Levels 14 and 15 (Grade 6)



MIGRANT PROGRAM

SUGGESTED TIME ALLOTMENTS : GRADES 7 and 8

DEVELOPMENTAL WORK



READING

In the migrant school program, the first grade pupil may not have skills in oral language and other characteristics of maturity to enable him to enter a typical first grade reading program. For this reason, a preliminary stage, paralleling a kindergarten or preschool program, has been planned. Level One, based on an entirely oral approach to language study, is designed to prepare the non-English speaking pupil for Level Two, READING READINESS. Level Three through Fifteen takes the pupil from Primer through Grade 6 skills.

To the experienced reading teacher in the elementary school, the following chart will identify a fifteen-level sequence, paralleling a basal reading series. This is not to say that instruction occurs only in the basal reader or that pupils move only through each basal reader of a single series. It means that the base of operation is the basal reader's skills sequence, and the basal reader is to be built upon, departed from, and checked against in reading instruction.

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MIGRANT READING PROGRAM

Levels of Reading Growth	Instructional Levels	Additional Sources on Levels	
		New York City Sequence	Descriptions, TEA Bulletin 617
Level One	Instructional Program for Non-English Speaking Children		
Level Two	Reading Readiness	Level A	
Level Three	Pre-Primer		
Level Four	Primer	Level B	Grade 1
Level Five	Basal Reader, Grade 1		
Level Six	Basal Reader, Grade 2.1	Level C	Grade 2
Level Seven	Basal Reader, Grade 2.2		
Level Eight	Basal Reader, Grade 3.1	Level D	Grade 3
Level Nine	Basal Reader, Grade 3.2		
Level Ten	Basal Reader, Grade 4	Level E	
Level Eleven	Supplementary Reader(s) Grade 4		Grade 4
Level Twelve	Basal Reader, Grade 5		Grade 5
Level Thirteen	Supplementary Reader(s) Grade 5	Level F	
Level Fourteen	Basal Reader, Grade 6		Grade 6
Level Fifteen	Supplementary Reader(s) Grade 6	Level G	

In addition to the information contained in this bulletin, the teacher may refer to three sources:

1. The teacher's editions of the basal reading series, and related materials of the publisher.
2. The chart and grade descriptions, TEA Bulletin 617, pp. 115-166.
3. Sequential Levels of Reading Growth in the Elementary School, New York City.

Items 2 and 3 are on file in the principal's office of each pilot school.

Excerpt from the section on "DESCRIPTION OF APPROVED PROGRAM, GRADES 1–6," Texas Education Agency Bulletin 617, pages 115–166.

English Language Arts

Introduction

The English language arts program is based upon a framework of skills which provides for sequential and cumulative growth in listening, speaking, reading, and writing. The close relationship of these elements is emphasized, since instruction in one reinforces the learning in another. Instruction begins at the child's developmental level regardless of his grade assignment. Skills are taught and retaught with planned opportunities to strengthen them in functional situations. Continuous evaluation of individual needs guides the teacher in planning for each child.

Skill instruction or readiness for its development begins in the first grade. Understandings are broadened and deepened as progress is achieved through the succeeding levels of growth.

The skills program in the elementary grades is described in two broad areas: (1) reading, including the reading of literature and (2) oral and written composition, including handwriting, grammar, usage, and spelling.

In the descriptions, the skills are listed in the grade level where they are introduced. When skills continue to be developed and broadened on the succeeding level, reference is made to the preceding grade.

The following flow chart of skills is a six-level summary of the complicated process by which the pupil develops toward maturity in the English language arts. The chart is not to be used to plan daily instruction nor to dictate grade placement of instructional items. Rather, the chart may be used as a check upon unit and course planning, as a reference in determining instructional emphasis, and as a reference in evaluating a pupil's progress.

Because the chart describes a cumulative and sequential process, it should be read from left to right. 'Since it describes a coordinated process, it should be read from top to bottom.

The chart does not include suggested materials and activities and curriculum content, such as selections to be read and kinds of writing to be done.

Students do not develop language proficiencies on the same time schedule. For this reason, the six levels in the chart may not necessarily parallel the six-grade program of the school. Instead, the six-grade program should take into account differing rates of learning and differing needs for instructional time.

FLOW CHART OF SKILLS

	1	2	3	4	5	6
	READING					
READINESS	Develops listening skills through: following oral directions; remembering related details and sequential events; observing differences in sounds of both animate and inanimate objects. Grows in motor coordination (particularly eye-hand coordination). Learns visual discrimination through: seeing likenesses and differences in word and letter forms; developing left to right progression; recognizing that printed symbols stand for meanings and represent spoken sounds and words; recognizing letters of alphabet, capital and small. Grows in auditory discrimination through hearing likenesses and differences in word sounds (particularly beginning sounds and rhyming words). Develops oral language facility through individual expression and group participation.	*Readiness is a term used in two ways. First, readiness is the initial stage of reading instruction, a period in which the pupil's skills in auditory and visual perception, in motor coordination, and in oral language facility are evaluated and developed, if necessary, to the extent that reading of written symbols can begin. Second, readiness is the condition which should prevail before any new instruction is begun. In this sense, there should be readiness for reading a particular selection, readiness for writing a composition, readiness for doing library reference reading, readiness for listening to a discussion or seeing a play. This section of the chart uses the term in its first meaning.*				
WORD RECOGNITION	Develops knowledge and understanding of word recognition techniques in order to attack words independently: Context Clues	Develops knowledge and understanding of word recognition techniques in order to attack words independently: Context Clues	Develops knowledge and understanding of word recognition techniques in order to attack words independently: Context Clues	→	→	→
	Word Form Clues	Word Form Clues	Word Form Clues			
	Phonetic Analysis Consonants (single, initial, final, initial blends, digraphs) Vowels (long and short, as they occur in context of word and sentence)* **may be postponed until the next reading level.*	Phonetic Analysis Consonants (silent, final blends) Vowels (changes when followed by r; combinations or phonograms; digraphs; variables determined by position)	Phonetic Analysis Consonants (variable sounds for same letter; additional final digraphs; as guide to syllabication and pronunciation) Vowels representing several sounds Sound of vowel in open or closed-syllable in polysyllabic word Sound of vowel determined by consonant controllers Syllabication and its effect on vowels	→	→	→
	Structural Analysis Easy compound words, including contractions Inflectional endings (s, ed, ing, noun and pronoun possessives, adjective comparatives	Structural Analysis More easy compounds, including hyphenated words Comparative forms of adverbs Simple prefixes and suffixes; base words in variants	Structural Analysis More prefixes and suffixes Division between medial consonants in vc/c pattern Division after first vowel in v/cv pattern	→	→	→
	Develops awareness of alphabetical sequence in simple locational skills, as in picture dictionary.	Continues to use alphabetical sequence in simple locational skills, as in primary dictionary and a book's index and glossary.	Uses alphabetical sequence in more com, locational tasks.	→	→	→

			Begins dividing words into syllables.	Begins to develop some understanding of accent; uses the accent mark in the dictionary.	Learns that accent affects vowel sound; and in unaccented syllable the vowel is unstressed.	→
					Uses word structure in determining accent.	→
					Uses dictionary's pronunciation guide, syllabication aids, and preferred pronunciation.	Derives, with help, the appropriate meaning of a word and adapts it to context.
COMPREHENSION *Reading with understanding may be developed in carefully selected materials in which skills are introduced sequentially and reinforced to the point of mastery.* *To make reading a life-long habit, the pupil should have many books at every level in which to extend his interests and knowledge.*	Identifies the main idea in a story using the written text and related pictures; chooses from two or three ideas.	Identifies the main idea in a story and states it simply in his own words.	Identifies the main idea and sees relationships among several ideas.	→	Consciously isolates the sentence containing the main ideas.	Forms the habit of stating in his own words the main idea of a paragraph he has read.
	Relates ideas gained in reading to his personal experience and draws simple conclusions.	→	→	→	Relates ideas in reading to past experience and background concepts; draws conclusions.	→
	Recognizes descriptive words in narration.	→	→	→	Recognizes the difference between descriptive and narrative passages in his reading.	→
				Sees relationship of one sentence to others in a paragraph (time, cause and effect, and others).	→	→
				Begins to recognize the author's ideas and point of view.	Recognizes the author's ideas and point of view; compares with his own experience.	→
					Distinguishes between fact and opinion.	Begins independently to evaluate what he reads.
PURPOSE AND RATE	Reads for the purpose or purposes set up by the teacher, the teacher and pupils, the pupils (the rate of reading is based upon the purpose).	Understands the relationship between rate and purpose and adjusts rate to his purpose; increases his rate.	→	Has a specific purpose in mind as he reads a selection; uses an appropriate rate.	Broadens his understanding of the relationship of rate to purpose in subject matter reading, such as science, geography, and arithmetic; learns to differentiate his rate of reading.	→
	Uses simple phrasing and punctuation as an aid to understanding.	→	→	→	→	→
	Looks (skims) for a certain word, phrase, or sentence.	→	→	Skims for an answer to a question.	→	→
VOCABULARY DEVELOPMENT	Uses word recognition skills (context clues, structural analysis, phonetic analysis) which he knows in extending his vocabulary.	→	→	→	→	→
	Learns words relating to the concepts which he is developing.	Widens his knowledge of words, synonyms, antonyms.	Recognizes words as having concrete meanings; sees figurative and idiomatic meanings in context.	→	→	Is conscious of connotative meaning of words met in his reading and listening.
			Uses the dictionary to select word meanings which fit context.	Uses the dictionary to verify pronunciation and meanings of new words.	Uses context and dictionary to select precise meaning from multiple meanings.	→

	1	2	3	4	5	6
STUDY SKILLS	Learns the difference between a story and directions for an activity; follows directions of two or three steps.	→	→	→	→	Follows written directions calling for five or six steps.
	Finds words in primary dictionaries.	→	→	Increases his uses of the dictionary; learns to use other reference books, such as the encyclopedia; learns procedures for locating and obtaining a book from the library.	→	→
	Reads simple maps and charts with teacher's help.					
	Is aware of the parts of his book, the table of contents, and titles to assist in reading.	→	→	Uses the parts of a book (index, chapter headings, picture captions) with independence.	→	→
	Becomes acquainted with reading materials from the library (books, children's newspapers and magazines).	Reads parts of the daily newspaper, and periodicals for children.	→	→	→	→
	Reads, with help from the teacher, from materials in curriculum areas, such as arithmetic, science, and social studies.	Applies and adapts appropriate skills to reading in curriculum areas.	Learns to preread before detailed reading, with teacher direction.	→	Learns a procedure for study reading: prereads to find main ideas and supporting details; rereads.	→
ORAL INTERPRETATION *The sequence should also apply to the pupil's listening to oral reading; for example, using the reader's devices for interpreting the meaning.*	Learns to read groups of words; develops eye-voice span.	→	→	Begins to see punctuation and words ahead, so that he reads with phrasing, cadence, and stress to reflect meaning.	→	→
	Learns to pause at the end of sentences and to use a shorter pause at commas.	Varies length of pause to indicate differences in closely related elements and separate sentences.	→	→	→	→
	Begins to communicate to listeners the ideas in what he reads aloud, and to project the mood or tone of the selection.	Communicates to listeners the ideas in what he reads and projects the mood or tone of the sentence, paragraph, or story.	→	Begins to understand the function of phrasing, cadence, and stress in communicating ideas, mood, or tone to audience.	Uses phrasing, cadence, and stress in communicating ideas, mood, or tone to audience.	→
LITERATURE						
COMPREHENSION *Appreciation of literature and enjoyment of books come as by-products of reading literature with understanding. The pupil should be introduced to a wide selection of books; he should read both for information and for personal pleasure.*	Learns to listen to stories, following accurately the story line involving a few characters. Later, in independent reading, follows the story line.	Follows a story line involving several characters.	→	Follows a story line not entirely chronological, in longer stories with more characters.	→	→
	Visualizes as he reads.	→	→	→	→	→
	Begins to have sensory impressions -- sound, taste, smell, touch -- guided by direct, denotational word stimuli.	Has sensory impressions guided by word stimuli in the selection.	→	→	→	→
	Begins to draw simple conclusions about and form attitudes toward characters.	Draws simple conclusions about and forms attitudes toward characters.	→	Draws conclusions about and forms attitudes toward characters; sees that the characters represent universal traits; uses obvious word and action clues in forming his attitudes and drawing his conclusions.	→	→
	Begins to feel and react to the difference in mood and tone in a story.	Responds to mood and tone in a story.	→	→	→	→
	Recognizes that some characters and events of stories are similar to those in his own life.	→	→	Recognizes that some stories are about characters and events unfamiliar to him because of limited experience.	→	→

	Hears and then sees the difference between prose and poetry, developing a feeling for rhythm, cadence, word sound, and rhyme.	→	→	Begins to recognize the difference between the meanings conveyed by poetry and by prose; adjusts his expectations accordingly.	Recognizes the difference between the meanings of poetry and of prose.	→

CONTENT, TYPES OR FORMS, APPROACHES, AND AMOUNT OF COMPOSITION ARE DETAILED AT EACH GRADE, PAGES 123 - 166.

COMPOSITION - ORAL AND WRITTEN

WORDS	Uses word recognition skills in determining meaning of new words in what he hears and reads.	→	→	Applies word recognition skills in determining meaning of new words.	→	→
	Transfers words heard and read to his own speaking and writing.	→	→	Uses words in his writing and speaking from his increasing vocabulary.	→	→
	Eliminates "baby talk" and sound substitutions.	Enunciates medial and final consonants.	Continues to work on clear diction and careful enunciation.	→	→	→
	Uses words with some respect for accuracy of denotation.	Shows care not to confuse similar sounds or similar looking words whose meanings are not interchangeable.	→	Develops a feeling for appropriateness of words, choosing between the words with similar denotation the word with the more suitable connotation.	→	→
				Uses synonyms to avoid repeating the same word.	Varies his choice of words to eliminate undue repetition.	Avoids unnecessary repetitions and overwording, overworked and trite expressions.
	Discovers words which express his sensory impressions.	→	→	Uses vivid words in preference to flat, colorless words.	Grasps the distinction between vague and indefinite words and those which are more specific and thus more exact.	→
SENTENCES	Becomes aware of voice patterns at the end of the sentence; becomes aware of habits of cadence in all types of sentences; relates to facts of capitalization and punctuation.	→	→	→	→	→
	Learns that words in a sentence stand for related ideas or a thought; sees the close link between the idea or experience and the word symbols.	→	→	→	→	Has a developed sentence sense.
	Uses complex sentences in telling a story orally; and later incorporates both simple and complex sentences into his writing.	→	Begins to use phrase and sometimes clause modifiers in oral composition and sometimes in written work.	Varies sentence structure to include complex forms along with simple, particularly by controlling connectives (when, if, because).	→	Demonstrates his growing skill and knowledge through conscious control.
	Avoids joining all ideas with such connectives as and, and eliminates "fillers" such as uh.	→	→	Composes compound sentences by controlling and and but.	→	Uses phrase and clause modifiers naturally and easily, particularly in speaking.
						Understands that varied beginnings in sentences improve the effect.
	Uses complete sentences in reporting and telling orally.	→	→	→	→	→
		Begins to get a feeling for sentences which "paint a picture," describe a character or place more vividly, and occasionally use such sentences.	Builds sentences which vividly describe a place or person.	→	→	→

	1	2	3	4	5	6
PARAGRAPHS	Is aware of events in proper sequence (chronological order in narration).	Follows simple but logical order in narrating, explaining, and giving directions.	→	Understands that paragraphing facilitates meaning; begins to state in a sentence the main idea of the paragraph he is planning or has written.	Organizes data by selecting major topics within a broad topic; then selecting minor topics and arranging them sequentially.	Begins in expository composition to construct each paragraph on basis of different phases, aspects, or divisions of the subject, each sentence within the paragraph contributing to the presentation of the one main idea of that paragraph.
				Learns in narration to construct paragraphs on the basis of time units, grouping chronologically within the paragraph.		
	Observes indention for a new paragraph in what he reads; later indents in his own writing.	Indents for a new paragraph; observes indention in his reading for change of speaker.	→	Uses a new paragraph for a change in speaker in dialogue.	→	→
	Plans oral and written compositions with teacher's guidance.	Develops simple plans for oral and written paragraphs.	→	Plans a paragraph before beginning to write.	→	→
	Stays on the subject in story telling and in dictation.	Stays on the subject in his independent writing.	→	→	→	→
		Checks on what has been written or spoken in terms of arrangement of ideas in sequence.	→	→	→	→
OUTLINING	Develops a readiness for outlining by finding the main idea, by telling one experience at a time; by selecting important parts of stories; by selecting good titles for paragraphs and stories; by noticing titles in books.	→	Consistently arranges sentences in order of sequence or events of a story, as preparation for outlining.	Selects main topic and supporting details before speaking or writing.	→	→
				Lists main topics and subtopics in logical sequence.	→	→
				Learns the outline form, using roman numerals, letters, and arabic numerals in sequence.	→	→
WHOLE COMPOSITION	Limits his written composition to a single paragraph; tells stories which are longer than one paragraph.	→	→	Limits his written composition to no more than one or two paragraphs, arranged in chronological sequence in narration, and following different phases of a general subject in exposition.	→	Limits his written composition to two or three paragraphs, using a logical sequence for the type of writing.
NOTE-TAKING			Begins in reference reading to take notes without copying exact words.	Takes notes from reference reading without copying exact words except when enclosed in quotation marks.	→	Learns to take notes on what he reads, usually for study purposes and when directed to do so by the teacher; learns to discriminate according to his purpose, and to organize his notes. Sometimes takes notes as he listens to a report; learns to judge the importance of ideas, to adjust rate of reading to need of note-taking; uses notes for a variety of purposes (reporting, discussing, evaluating).

SELF IMPROVEMENT	Notices that the teacher "improves" what he writes (when she corrects gross errors).	Is assisted by the teacher in proofreading his objective writing. (The teacher does little editing of the pupil's personal, subjective expression.)	→	Makes a first draft of a written composition, and rewrites to make a final copy after proofreading and revision.	→	→
REVISION AND PROOFREADING	Gets the idea of "looking over" written work he does.			Begins to revise work with the teacher's help.	Makes simple revisions at the direction of the the teacher.	Revises phraseology, sequence, and statement of fact. Needs teacher help in most of this kind of editing.
				Begins to read aloud to test a sentence; applies proper capitalization and terminal punctuation to correspond to the voice signals he is learning.	Reads aloud as a test of the complete sentence; applies proper terminal or other punctuation to correspond to voice signals.	
CORRECTIONS	Is alerted by the teacher to usage errors in oral compositions at an appropriate time.	→	→	Makes corrections in written composition in words, in usage, and in mechanics; checks with the dictionary or other sources for spelling.	→	→
	Is helped to correct usage errors through planned language lessons.	→	→	→	→	→
PERSONAL RECORDS OF ERRORS AND WEAKNESSES	Becomes conscious of misspelled words; begins to check with his own list, a class list, a primary dictionary, or the teacher.	→	→	Keeps an accurate personal record (list, card file) of words he has misspelled in his writing.	→	→
	Assumes some responsibility for self improvement by keeping a list of words which he uses.	→	→	Begins to keep an accurate personal record of words he is learning to pronounce.	→	→
MECHANICS	Learns manuscript writing; writes large while he works to coordinate his movements.	Continues manuscript writing; gradually reduces the size of letters.	Learns to read cursive writing as preparation for writing it.	Maintains skills in manuscript by using it on charts, posters, and other lettering problems.	→	→
HANDWRITING	Sees the likenesses and the differences between the standard form and the one he produces.	Uses a model to judge his own writing; confirms the habit of writing like the standard.	Moves to cursive writing when he demonstrates facility or has control of manuscript writing. (Control is demonstrated if a single letter can be recognized out of its context -- legibility --; if letters in a word are compact and there is good space around words and between lines; if there is a reasonable degree of uniformity in size, shape, and alignment of letters and words.)	Improves legibility, spacing, and uniformity of of cursive writing.	→	→
	Is assisted in detecting errors in form that he makes; works toward correcting them.	Detects errors in form and concentrates on correcting them.		Develops a rate sufficient to cope with problems at hand.	→	→
COMPOSITION MANUSCRIPT FORM	Observes indention for paragraphs in his reading. Observes some elements of form on the charts prepared by the teacher (spacing, margins, title, size of letters).	Indents for a paragraph in his writing.	→	Consistently uses paragraph indention.	→	→
		Learns to leave margins at top, bottom, and sides; endorses paper as instructed.	→	→	→	→
		Uses a simple form for a friendly letter.	→	Uses appropriate forms for invitations, letters of reply and inquiry.	→	→
				Uses a simple chart form for lists, outlines, memoranda, and announcements.	→	→
			Observes poetic forms in what he reads.	Uses form for poetry he writes or copies.	→	→
					Follows simple conventions in writing plays and dialogue (for indicating the speaker, stage directions).	→

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	1	2	3	4	5	6
CAPITALIZATION	Capitalizes the beginning word of a sentence, the word I, proper names, initials, and other words as needed in his own writing.	Capitalizes names of the days of the week, important words in titles and others needed in his own writing.	→	Capitalizes street and similar parts of names, proper adjectives, historical events, proper nouns, and other words as needed in his writing.	→	→
PUNCTUATION	Uses a period at the end of a sentence and after initials; understands the meaning of the exclamation point and question mark as observed in his reading.	Includes the use of the question mark with understanding; relates to voice cadence patterns; increases his experience with exclamation mark.	→	Uses a period after numbers in a list and some abbreviations.	→	→
	Learns about the apostrophe in easy contractions, such as don't and singular possessives.	Uses the apostrophe in easy contractions and in singular possessives.	→	→	→	→
			Uses a comma after salutation and close of friendly letters, between city and state, between day and year.	Uses commas in series, and after yes and no.	Uses the comma between direct quotation and rest of sentence.	Uses the comma between clauses of compound sentences joined by and and but, around simple appositives.
					Uses the colon in the greeting of a business letter.	
			Notices quotation marks in his reading.	→	Uses quotation marks for all direct quotations.	→
					Uses apostrophe in plural possessives.	→
ITALICS AND UNDERSCORING				Recognizes italics in his textbook used to set off a title or name; in his writing, uses underscoring for italics in titles of books.	→	Uses underscoring for italics in his own writing, as in titles of books.
SPELLING	Uses word recognition skills learned in reading in helping him spell a word.	→	→	Uses word recognition skills when they apply.	→	→
		Builds new words by adding common suffixes; learns that several rules can be applied to a large number of words.	Enlarges the number of words he spells correctly; reinforces his use of rules.	Increases his power to spell new words by applying rules, such as dropping final e, changing y to i, doubling the final consonant, and using qu.	Continues to make generalizations about how words are spelled; reviews these rules periodically; applies them regularly.	→
		Begins to learn a method for spelling a word, a sequence involving visualizing, pronouncing, recalling, writing, and checking.	→	Uses a method or procedure for learning to spell a word.	→	→
	Spells correctly words needed in his writing.	Learns to spell words on individual and class lists, and basic spelling lists; spells correctly words which he needs in his writing.	Increases his responsibility for spelling words correctly.	Learns words from basic lists; uses the dictionary to check on spelling.	→	→
USAGE *Usage concerns correctness and propriety in word and phrase.*	Develops an awareness of some usage errors in his oral communication, and begins, with the help of the teacher, to eliminate them.	Is aware of usage errors in his oral and written composition; systematically practices to replace a bad habit with a good one.	Has successfully eliminated some errors in usage from his oral and written language; continues to work on errors which persist.	→	→	→
	Hears standard usage in speech of the teacher and some classmates.	→ Reads standard usage in informal writing and in his textbooks.	Begins to differentiate levels of usage; identifies some illiteracies; is quite familiar with usage of informal speech and writing.	→	Differentiates levels of usage, particularly in choosing certain forms for conversation, for telling a story, for writing, because of their appropriateness.	→
GRAMMAR *Grammar involves the study of form and structure of English sentences.*	Identifies in his reading sentences that tell and ask; associates meaning and end punctuation of such sentences.	Associates meaning and end punctuation of sentences that exclaim and command; is aware of voice patterns when these sentences are spoken.	→	Recognizes and uses complete sentences; makes generalizations about the function of the sentence from his experience with sentences in speaking, listening, reading, and writing.	Recognizes the sentence as the basic unit of thought.	Identifies sentences by their function (interrogative, imperative, declarative, and exclamatory).
				Knows the function of and uses the terms subject, predicate, noun, and verb in discussing sentences.	Identifies complete subject and complete predicate (including sentences containing compounds).	Identifies simple subject and simple predicate.

LIST OF READING SKILLS

Children arrive at school with wide ranges in achievement. Oftentimes individual records are either scant in information or non-existent. In order for the teacher to directly relate learning experiences to the specific needs of the child, it is necessary to determine as quickly as possible not only the instructional level but also the particular strengths and weaknesses of each pupil. The following list of reading skills may be used to aid in this type evaluation. It is hoped that the list will prove a useful tool in the process of determining what to teach and when.

Note: Skills are listed roughly in order of their introduction to pupils. This is arbitrary, however, and should not be considered sacrosanct. The classification of skills is also arbitrary. This list should not be considered thoroughly definitive or exhaustive.

Word Recognition Skills:

- Auditory discrimination
- Visual discrimination
- Memory of word form (configuration)
- Using picture context clues
- Using verbal context clues
- Using phonics:
  - Single consonants
  - Consonant digraphs
  - Consonant blends
  - Variant consonants
  - Rhyming words
  - Short vowels
  - Long vowels
  - Vowel diphthongs
  - Vowel blends
  - Double vowels
  - Vowel rules
  - Vowel variants
  - Silent letters
  - Syllabic divisions
  - Accent
  - Pronunciation guides
  - Accurate pronunciation
  - Variant spellings
- Using structural analysis:
  - Inflectional endings
  - Compound words
  - Suffixes
  - Contractions
  - Prefixes
  - Root words
  - Variant spellings

Vocabulary Building Skills:

- Building stock of visual concepts
- Building stock of verbal concepts (oral vocabulary)
- Building initial sight vocabulary
- Using picture context clues
- Using verbal context clues
- Differentiating meanings of a word
- Classifying words by general category
- Gaining meaning with structural analysis
- Understanding colloquial and figurative expressions
- Understanding synonyms
- Understanding antonyms
- Understanding homonyms
- Understanding phononyms (homographs)
- Understanding initials and acronyms
- Classifying words by part of speech
- Understanding levels of abstraction
- Understanding relative values
- Understanding shifts of meaning
- Understanding Latin, Greek, and other derivatives
- Using dictionary skills:
    - Capital and lower case letters
    - Alphabetical order
    - Guide words
    - Syllabication
    - Phonetic spelling
    - Accent
    - Pronunciation key
    - Diacritical marks
    - Foreign pronunciations
    - Part of speech
    - Inflected forms
    - Descriptive statements
    - Synonyms
    - Pictures
    - Examples
    - Appropriate meaning for context
    - Special constructions
    - Restrictive labels
    - Usage notes
    - Word origins (etymology)
    - Meanings of roots, prefixes, suffixes
    - Words with more than one entry (homographs)
    - Main and subordinate entries
    - Finding derivations and run-ons
    - Idioms
    - Variant spellings of words
    - Various spellings of sounds used in English
    - Cross references

Comprehension Skills:

- Following instructions
- Classifying things and ideas
- Understanding sequence
- Comparing and contrasting
- Visualizing characters, settings, events
- Discriminating phrases, sentences, paragraphs
- Selecting the right meaning of words
- Understanding adverb and pronoun references
- Using punctuation as an aid to meaning
- Suggesting title of story
- Finding main idea of a story
- Finding part of story for specific purpose
- Making and using questions
- Distinguishing narrative from conversation
- Identifying declarative and interrogative sentences
- Finding major thought units
- Finding details to support main ideas
- Recalling information for objectives
- Recognizing relevant and irrelevant parts
- Generalizing on given information
- Identifying time and place
- Discerning literal vs. figurative
- Finding main idea of a paragraph
- Deciding on sub-titles
- Understanding maps
- Understanding diagrams
- Understanding graphs
- Understanding schedules

Interpretation Skills:

- Making inferences
- Predicting outcomes
- Drawing conclusions from ideas
- Using imagination
- Relating cause and effect
- Relating general and specific
- Classifying things
- Recognizing parts and whole
- Recognizing relative sizes
- Sensing relationships between people
- Recognizing story plots
- Analyzing character
- Identifying with story characters
- Recognizing emotional reactions
- Recognizing motives
- Reacting to mood
- Relating story to personal experience
- Distinguishing truth from fiction

Distinguishing fact from opinion
Weighing facts and opinions
Deferring judgment on inadequate evidence
Basing judgment on evidence
Obtaining ideas from many sources
Perceiving analogous situations and ideas
Evaluating content in terms of author's purpose
Relating past and present
Judging validity by author and recency
Recognizing backgrounds for points of view

Literary Discrimination and Appreciation Skills:

Appreciating poetry and prose
Identifying likes and dislikes
Experiencing emotional reactions
Using story ideas for creative dramatics
Using story ideas for creative art and construction
Using story ideas for creative music and dance
Extending reading to a variety of literature
Appreciating literary styles
Reacting to literary moods and tone
Applying literary standards

Organization Skills:

Following directions
Observing details
Classifying things, ideas, words
Associating ideas
Understanding sequence
Recognizing main and supporting ideas
Recognizing patterns or plots
Recognizing facts and principles
Summarizing
Outlining
Taking notes

Study Skills:

Using table of contents
Using pictures
Determining purposes for reading
Using a study method (such as SQ3R)
Using variety of sources
Using typographical aids
Using glossary
Using dictionary
Using index
Using encyclopedia and other references
Using library

Using bibliography
Understanding footnotes
Using graphic aids and symbols

Speed Reading Skills:

Developing left to right orientation
Eliminating pointing and use of card
Developing span of perception
Eliminating regressions
Reducing dependence on word recognition clues
Eliminating vocalization and sub-vocalization
Adjusting speed to purpose and material
Skimming to locate specific parts
Scanning for major ideas
Scanning for supporting facts

Oral Reading Skills:

Understanding purpose for oral reading
Using correct pronunciation
Using clear enunciation
Developing anticipation span
Developing sense of phrasing
Proper phrasing in poetry
Reading with feeling
Developing voice project and control
Developing breath control
Suiting expression to mood
Selecting appropriate materials
Using audience reaction (feed back)
Using gestures

OVERVIEW

Reading has been defined as "a complex of physical and psychological processes. The development of skill in reading depends upon the skills necessary for associating meaning with printed symbols, the habits and skills involved in seeking understanding through reading, and the attitudes favorable to the development of reading for many diverse purposes."[1]

The program of reading instruction described herein provides for teaching the essential skills in word recognition: contextual clues, word form clues, phonetic analysis, and structural analysis.

Comprehension is developed through the use of carefully selected materials in which skills are introduced sequentially and reinforced to the point of mastery. These skills are taught first on the oral level. First-hand experiences, centers of interest, daily living, storytelling, story reading, picture study and interpretation--all of these provide opportunities for developing thinking skills that involve judgment and inference. The teacher makes use of situations which arise throughout the day to help children develop these mental powers. When the child sees the printed symbols, he is prepared to apply thinking skills he has already learned. The teacher, then, helps the child translate the thinking he does in speaking and hearing situations to the printed material before him. In daily classwork, the teacher will include many activities for stimulating and developing cognitive skills:

- Getting the main idea
- Finding supporting details
- Determining sequence
- Following directions
- Drawing inferences
- Following sequence in events and stories
- Using reference material
- Reacting to material read

In directing thinking in reading, the teacher helps the child develop these abilities at different times, through many different kinds of materials, and through varied experiences.

While other closely related aspects of reading development such as personal interests, library activities, literary appreciation and the like are recognized as significant, they are not isolated for specific treatment here. Rather the developmental sequence of word recognition skills is classified in accordance with the sequence of levels of instruction adopted for this program. Although the skills sequence in this bulletin is drawn from the basal reader series currently being used in this project, it is not to be regarded as the whole program for reading instruction. The basal reader of a particular series is to be used when appropriate to the particular class or group, and should be departed from, expanded upon, readjusted as the educational demands of the pupils so determine.

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[1] Teacher's Manual, At Home, Here and Near, Here and Away, Sheldon Basic Reading Series, Allyn and Bacon, page 4.

Instructional Materials

1. Pupils should be exposed to a variety of reading material--other basal readers, supplementary readers, library books, literature books, content type material, magazines, newspapers, and others.

2. The basal reader used by a child should fit his instructional reading level. This can be determined by an informal textbook test, pupil records, and teacher observation of pupil's reading performance. (For this purpose an informal reading inventory taken from the currently used basal series is included in this bulletin.) The instructional level may be at, above, or below the "average" based on chronological age, depending on the pupil's individual habits, his interests, his learning rate, his experiential background, and his personality adjustment.

3. The skills taught through basal reader lessons should meet the specific needs of the children. The teacher must be aware of the levels of reading growth so that each new skill is introduced at the time it is needed rather than waiting until a group of children reach the point in the reader at which the particular skill may be introduced. A skill needed by pupils, but not provided for in the basal reader, should be introduced through other material along with sufficient opportunity to practice for reinforcement.

4. Although the State-adopted textbooks in reading have been used in setting level expectancies, over-age pupils may not respond favorably to these materials in instruction. In such instances, other books must be provided, especially after levels 9 and 10. A listing of such material indicating the various levels of difficulty is included in this bulletin.

Methods and Approaches

Because of the inherent differences and varied characteristics of children, no single approach to teaching reading has yet been devised which will effectively reach and teach each pupil to his maximum potential. Nor can any one set of instructional materials serve all situations. Instead, the teacher is encouraged to fit the instruction to the child rather than to force all children to fit the same uniform pattern.

Learning, in so far as it is possible to do so, should be tailored to the individual's rate of learning, stage of development, cultural and experiential background. For this reason, teachers should make use of all available

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material and procedural resources, in addition to the basal series and its teachers' manual. But whatever the procedures and aids used, the program must be developmental--must progress in orderly steps of growth.

The developmental process for teaching a reading lesson is outlined on pages 45 through 47 . Additional suggestions follow this basic guide.

LEARNING TO READ THROUGH ENGLISH LANGUAGE EXPERIENCE

Throughout the child's school experience there is opportunity and need to help him improve his language power through listening, speaking, reading, and writing. To do this, the child goes through a sequence of language experience which is designed to enrich his experiences and improve his skills. Some of the most important skills which must be developed in children who are expected to live effectively in a democratic society are:

1. *Sharing Experiences*--The ability to tell, write, or illustrate something on a purely personal basis.
2. *Discussion Experiences*--The ability to interact with what other people say and write.
3. *Listening to Stories*--The ability to hear what others have to say and relate it to their own experiences.
4. *Telling Stories*--The ability to organize one's thinking so that it can be shared orally or in writing in a clear and interesting manner.
5. *Dictating*--The ability to choose from all that might be said, the *most important* part for someone else to write and read.
6. *Developing Speaking, Writing, and Reading Relationships*--The ability to conceptualize reading as speech that has been written.
7. *Making Books for Reading*--The ability to organize one's ideas into a form that others can use. Also, the ability to use the ideas which others have shared through books.
8. *Developing Awareness of Common Vocabulary*--The ability to recognize that our language contains many common words and patterns of expression.
9. *Expanding Vocabulary*--The ability to expand one's vocabulary through listening, speaking, reading, and writing.
10. *Writing Independently*--The ability to write one's own ideas and present them in a form for others to read.
11. *Improving Style and Form*--The ability to profit from listening to and reading well-written materials.
12. *Using a Variety of Resources*--The ability to recognize and use many resources in expanding vocabulary, improving oral and written expression, and sharing ideas.
13. *Developing Facility in Sentence Patterns in Speech and Writing*--The ability to combine words into grammatically significant segments so that word order and word sound become automatic.

14. Reading Whole Books--The ability to read books for information, recreation, and improvement of reading skills on an individualized basis.

15. Reading a Variety of Symbols--The ability to read in one's total environment--clock, calendar, radio dial, thermometer.

16. Studying Words--The ability to find the correct pronunciation and meaning of words and to spell the words in writing activities.

17. Improving Comprehension--The ability, through oral and written activities, to gain skill in following directions, understanding words in the context of sentences and paragraphs, reproducing the thought in a passage, reading for detail, and reading for general significance.

18. Outlining--The ability to use various methods of briefly restating ideas in the order in which they were written or spoken.

19. Summarizing--The ability to get the main impression, outstanding idea, or the details of what has been read or heard.

20. Integrating and Assimilating Ideas--The ability to use reading and listening for specific purposes of a personal nature.

21. Reading Critically--The ability to determine the validity and reliability of statements.

Listening and reading are the receptive aspects of the language arts and require similar patterns of thinking. In listening as in reading, it is important to interpret the main idea, understand the sequence of ideas, perceive relationships, sense emotions or moods, summarize and organize ideas. Teaching children to think about what they listen to strengthens their ability to think about what they read.

Group discussion, involving both listening and speaking, increases power to interpret what is read. Discussion is a fundamental way of adding breadth and depth to a child's personal interpretation of a story. Listening to friends tell what happened to them gives a youngster vicarious experiences, increasing both his information and his understanding. In group discussion a pupil can learn to organize and express ideas that are relevant to the topic; these skills help him to progress more rapidly in developing the ability to organize ideas gained from reading.

Pupils who have had rich exposure to oral language development will have some knowledge of word order and usage in idiomatic English and can more easily anticipate and identify words as they read. For example, when reading a sentence that begins "I like ______," a child who is beginning to understand how English sentences are put together expects a noun meaning to follow. But if the sentence begins "I like to ______," he naturally expects an action word to follow.

Children who have been encouraged to speak English in natural cadence and phrasing will be better able to read orally in a pleasant and effective manner. These children will also be ready to understand one significant difference between spoken and written language: spaces between words are essential in writing and in reading to help a reader get meaning from the visual symbols of language. But the good oral reader, like the good speaker, does not say or read words one by one with pauses between; he reads in groups of words with idiomatic English breath groups or phrases. The coordinated language arts program in which reading and speaking are interrelated minimizes word-by-word pronunciation in oral reading.

Spelling and writing help word perception in reading. The left-to-right progression of our printed language, both in sequence of letters and sequence of words, is continuously emphasized in spelling and writing. Writing and spelling also reinforce identification of words already encountered in reading and help to bring them to the level of instantaneous perception.

Written material produced by classmates can be a powerful factor in stimulating a child's desire to learn to read. This kind of motivation may be essential to a child whose family reads very little or to one who depends too heavily upon hearing adults read aloud.

DESCRIPTION OF LEVELS IN TERMS OF WORD ATTACK SKILLS

Level 1 Development of Oral English Vocabulary

- This period corresponds to the summer program for non-English speaking students, except that more time may be given to the instruction, the students are older by at least several months, and because more hours each day are spent in the English-language environment, some English can be learned more thoroughly. Bulletin 642, Preschool instruction Program for Non-English Speaking Children will be useful as a guide for the teacher.

- The simple conversational patterns and social conventions (address, greetings, responses) are introduced and learned through repetitive drills, with the teacher as the model. These drills can be informal--in games, songs, dramatizations, for younger pupils; or more formal--in pattern drills on tape or teacher-led.

- The vocabulary developed in this level is chosen carefully from the pupil's own environment and experiences. This vocabulary anticipates word needs of the pupil as he grows at school--the needs of the reading program, and instruction in health, social studies, and arithmetic.

- An acquaintance with books is established at this level. Books are in the room; the teacher reads aloud from them. The importance of written language is established; the names of students, for instance, are used to label their supplies and their desks.

- The materials for language instruction at this level may be simple. A tape recorder or record player is desirable. Many manipulative and tangible objects, pictures, and other visuals are available. Bulletin 642 suggests materials needed for this level.

- The length of time spent in this level by the pupil will depend upon his needs and abilities. Before he moves to the reading readiness period, he must have become a member of the classroom group, able to speak with others and to understand simple directions.

- The child is ready to learn to read when he has:

  - Developed initiative toward learning to read which is expected of native speakers.
  - Had adequate experiences with the basic sound and structural patterns in English as presented in Bulletin 642.
  - The ability to recognize some printed symbols (names, labels, etc.) and can react to them intelligently as to meaning and pronunciation.

Level 2 Reading Readiness

The ultimate goal of the reading-readiness program is that children acquire the skills and abilities necessary for reading printed symbols. The readiness books provide practice in discriminating between visual objects, between word forms, and between sounds in spoken words. A second book at this level is desirable for use with most of these children in order to provide a more extensive reading-readiness program.

Outcomes:

In the reading-readiness program, the aims are to provide systematic instruction and practice for developing word attack skills such as:

1. The ability to follow a left to right visual progression

2. The ability to create oral text for picture stories (in preparation for reading conversation at pre-primer level)

3. The ability to make visual discriminations involving likenesses and differences in:

   a. concrete objects
   b. pictures
   c. geometric shapes
   d. word forms

4. Sensitivity to word configuration

5. The ability to make auditory discriminations involving

   a. likenesses and differences between initial consonant sounds
   b. rhyming words

Level 3 The Pre-primer Program

The pre-primer program is inaugurated for the child who has reached a degree of readiness which assures his success in initial reading. Information regarding a child's potential readiness to perform the activities carried on at the pre-primer level may be obtained from a number of sources, such as standardized tests, information obtained from parent conferences, observation in the classroom, diagnostic study of the readiness book responses, general health reports, informal readiness check lists.

Outcomes of instruction in word attack skills:

1. Accurate recognition of 63 basic sight words introduced in the pre-primers.

2. The ability to use picture, context, and configuration clues to identify printed words.

3. The ability to make visual discriminations among sight words (of different configurations, same configurations, and those possessing similar letter elements), capital and lower-case initial letter forms, longer sentence-like units, and initial letters in known words; and to improve visual memory for word forms.

4. Accurate perception and discrimination among the initial consonant sounds appearing in the basic sight vocabulary and further development of ability to perceive and identify rhyming words.

5. The ability to use structural analysis in recognizing known verbs and nouns to which the inflectional ending s has been added.

6. Extension of training in auditory discrimination and perception skills from perception of common sounds to making discriminations between the initial consonant sounds appearing in the basic sight vocabulary developed at this level, and to the further identification of rhyming words.

   In the pre-primer program, auditory perception and discrimination of the following initial consonants are developed:

   > b, c (k sound), l, s, f, h, m, r, t, d, w, g (hard sound) n, y, and j

   The teacher should introduce and provide ample and varied repetition of each sound.

7. At the second pre-primer level, children learn to recognize known verbs and nouns to which the ending s has been added. Instruction should sensitize children to the type and location of the change in word-form and enable them to continue to recognize the known form. At the same time they are able to grasp the change in meaning and use which occurs when s is added to a noun or verb form.

Level 4 The Primer Program

At the primer level, previously learned skills are maintained through systematic repetition and review at the same time that new skills are being introduced.

Outcomes of instruction in word attack skills:

1. Enlargement of the basic sight vocabulary to include 95 new words as well as maintenance of the 63 words presented in the pre-primers.
2. Use of configuration, or word-form clues, calling the attention of the child to identifying characteristics of similar words.
3. Increased ability to use pictures as clues to word recognition.
4. Greater ability to utilize printed context for finding the meaning of an unfamiliar word form.
5. Increased ability to make finer visual discriminations of a more complex nature, including discrimination of letter forms.
6. Maintenance and reinforcement of auditory perception and discrimination abilities already learned, and the introduction of the sound of the consonant p in the initial position.
7. Association of visual and auditory perceptions, as the first step in the application of phonetic word analysis.
8. The ability to identify, through structural analysis, variant forms of familiar words to which the inflectional ending ed has been added and to identify possessive ('s) forms of familiar proper names.

In the primer program the only initial consonant perception and discrimination which is introduced as a new learning is that of the letter p in the initial position in words.

As soon as a child can discriminate visually likenesses and differences in initial letters in known words, he should be introduced to the letter names so that he can begin to associate early the visual form of a letter with its name. The objective is to help the child use either the letter name or its form or both to help him recall the sound that letter makes at the beginning of a known word. This skill is particularly effective when used in conjunction with picture and context clues.

At the primer level, the children learn to recognize familiar words to which the inflectional ending ed has been added and to recognize possessive forms of familiar proper names. Their attention should be consistently focused on the root of the variant form since a word's root is a valuable clue to its identification.

Level 5 The First Reader

Since children learn to recognize words by many different methods, the reading program must provide for the presentation of new words by a variety of techniques such as sight recognition, configuration, picture and context clues, and phonetic and structural analysis. Thus children have at their command a combination of these techniques with which to "unlock" words.

Outcomes of instruction of word attack skills:

1. Maintenance of the sight vocabulary already established and the addition of 182 new words.
2. Use of picture, context, and configuration clues in combination to aid in word recognition.
3. The ability to understand and apply phonetic analysis for word recognition through development of the following:
    - auditory perception of some final consonants
    - visual-auditory perception of
      final consonants - d, l, t, r, s (z sound), m, n, p, x, g, s (soft sound), and f
      initial consonant blend
      initial consonant digraphs
      rhyme
    - substitution of
      final consonants
      initial consonant blends
4. Further understanding of structural analysis through instruction in compound words, contractions, and variants with ing endings.

Three groups of common blends are introduced at the first reader level:

- the r group--br, dr, fr, gr, pr, and tr
- the l group--bl, cl, fl, gl, pl, and sl
- the common s blends--sm, sn, and st

Consonant digraph perceptions introducted in the first-reader program include ch, sh, th (voiced and unvoiced), and wh (in when).

Rhyming elements such as at, ing, en, ish, ould, old, ound, and many others are presented in the first reader program.

By the time the child reaches the first reader level he has had experience perceiving and discriminating variant forms of words made by adding to them the suffixes s and ed. These learnings are reviewed and reinforced. In addition the child learns to analyze the structure and, in particular, the root words formed by:

- compounding two known words
- forming contractions
- adding d and ing

Level 6 The Readiness Second-Reader (2.1)

Outcomes of instruction in word attack skills:

1. Sight recognition of the 207 new words introduced, and maintained recognition of all words introduced during earlier instruction through use of context and picture clues and word form clues.
2. Increased word-recognition ability through phonetic analysis involving the visual-auditory perception and discrimination of consonants, vowels, digraphs, and blends, and involving substitution of some of these in familiar words for the analysis of new words.
3. Increased ability to analyze the structure of words through developing facility in recognizing compound words, inflectional changes, and word suffixes.

The new final consonants at this level are k and n.

New initial consonant perceptions at this level include c (soft sound), v, z, and k.

At the beginning second-reader level, both long and short a, e, i, and o are introduced.

Vowel digraphs presented for visual-auditory perception and discrimination include oo, ee, ea, ai, ay, au, aw, and ow (as in blow).

New initial consonant blends introduced and developed are sp, sw, st, and thr. The skill of substitution of initial consonant blends is further amplified at this level.

Analysis of compound words is extended to include those words in which only one of the two elements is familiar.

The following inflectional changes are studied:

- Doubling the last letter: sit, sitting
- Changing the last y to i: cry, cried
- Dropping the final e: have, having

Call attention to how the suffixes er, es, and ed change the meanings of root words.

Level 7 The Second Reader (2.2)

Outcomes of instruction in word attack skills:

1. Enlargement of the reading vocabulary by the introduction of 204 new words through configuration, context clues, picture clues, and sight presentation.

2. Increased knowledge of and ability to use principles of phonetic analysis through:

   - review of visual-auditory perception and discrimination of initial and final consonants, consonant blends, consonant and vowel digraphs, long and short vowels a, e, i, and rhyming elements.

   - practice in the substitution of each of these elements for building new words from known words.

   - introduction of
     visual-auditory discrimination of consonants in various positions within words

     visual-auditory perception and discrimination of long and short sound of the vowel u

     relationship of final e and silent gh to the sounds of vowels preceding them

     visual-auditory perception and discrimination of the vowel a followed by r

     visual-auditory perception and discrimination of the consonant blends (common s blends and r blends)

     visual-auditory perception and discrimination of the final consonant digraph ch

     visual-auditory perception and discrimination of the vowel digraphs oo (as in good) and ow (as in now)

3. Readiness for use of the dictionary through the introduction of alphabetizing.

4. Greater proficiency in the use of structural analysis as a means of learning a new word by:

   - calling attention to a known small word in a larger word
   - reviewing old, and learning new, compound words
   - reviewing the suffix er and comparative endings
   - presenting the suffix ly

- introducing new contractions
- briefly introducing syllables

5. Maintenance and review of structural changes such as variant forms, inflectional endings, suffixes, possessive forms, and contractions which have been previously developed.

Level 8 The Readiness Third-Reader (3.1)

The instructional program at the readiness third-reader level presents 370 new words in meaningful context. Maintenance of word skills learned at earlier levels is provided. Further development of word skills at this level are:

1. Use of the additional context clues:

   - experience
   - analogy
   - definition

2. Acquisition of new principles of phonetic analysis:

   - hard and soft sounds of c and g
   - diphthong oi, ow, and ou
   - vowel digraph ea
   - initial combinations sk, qu, squ, spr, str
   - final digraph tch
   - effect of r upon preceeding vowels e, i, u

3. Mastery of four basic vowel principles:

   - vowel before silent e is usually long
   - in two joined vowels, the first is long and the second is silent
   - vowel between two consonants is usually short
   - vowel before twin consonants is usually short

4. Practice in blending sound units to form words.

5. Further use of structural analysis, including:

   - new prefixes re, un, dis
   - new suffix est
   - inflectional change, y to i, before er, est, ed, es
   - new words built from root or stem
   - syllabication: hearing number of syllables, dividing word-forms into syllables, practice in word recognition

6. Readiness for dictionary usage through the use of alphabetizing and finding the correct section

Level 9 The Third-Reader (3.2)

Few new principles of word recognition skills are introduced at this level. Instead, the child is helped to master those already introduced. These skills are reinforced, sharpened and matured through:

1. Use of context clues:

   - for review of familiar words
   - to choose words to fit the context
   - to identify words which do not fit the context

2. Increased phonetic analysis skills, by:

   - learning new consonant blend sc
   - continuing to note silent consonants
   - mastery of four more rules for pronunciation:

     When e, i, or u is followed by the letter r, the sound is neither long nor short, but has a special sound as in service, short, and purple.

     When a or o is followed by r, the sound is neither long nor short, but has a special sound as in lark and order.

     When a is followed by l, w, or u, the sound is neither long nor short, but has a special sound as in straw, hall, and automobile.

     When c comes before e, i, or y, it is usually soft.

   - constant review

3. Maintenance of structural analysis ability and introduction to new structural elements

   - suffixes y, ly, less, ful, ness, or, and ment
   - accented syllables--ability to perceive and discriminate accented syllable in two-syllable words
   - inflectional change f to v before es

4. Increased readiness for use of the dictionary by alphabetizing by second letters

5. Application of skills for the identification of new words through:

   - use of context
   - substitution of consonants, blends, digraphs, and vowels
   - identification of compound words
   - syllabication

6. Reinforced learning of skills by constant evaluation, diagnosis, and corrective teaching

Level 10 Fourth Reader

At the fourth reader level 687 new words are introduced. The aims of reading instruction are maintenance and review of all skills previously developed, increased independence in reading, and greater effectiveness in the use of the dictionary and glossary as supplementary tools for identifying unfamiliar words.

These goals are accomplished through:

1. Refined skill in using contextual clues to word pronunciation and meaning by use of combined context and picture clues and practice in using new vocabulary in context.

2. Increased proficiency in the use of phonetic analysis through:

   - learning of three consonant blends and one digraph: ft, ct, sc, and ph
   - awareness of exceptions to, or deviations from, rules: two sounds of the digraph ea (streak break), ei (a sound), oy (in coyote), ew (in sewn), ie (in shrieked), and ou (in shoulders). Also, the words daily and gaily are exceptions to the rule that words ending in y preceded by a vowel usually retain the y before adding a suffix.
   - continued attention to silent elements: in the combination dnes the d and e are silent.
   - perception and discrimination of final phonograms: ine, ung, udge, ought, ough, ack, awn, re (as in acre) il (as in devil), el (as in model), ion (as in onion) and orst or urst (erst)
   - comparison of the effects of pronunciation on meaning of homographs: pro'-test and pro-test'
   - constant review and reintroduction of previously taught factors, such as rhyming elements

3. More efficient analysis of word structure including:

   - continued attention to root words, whenever such are identifiable
   - learning and understanding of many new suffixes
   - knowledge of new prefixes
   - understanding the use of hyphens
   - mastery of basic principles of syllabic division:

     Single consonant between two vowels. When a consonant comes between two vowels, the consonant usually begins the syllable. (be-fore, be-long)

Double consonants between two vowels. Usually, when double consonants come between two vowels, the first consonant ends the syllable and the second consonant is silent. (bet-ter, but-ter)

Different consonants between two vowels. When two different consonants, or a consonant and a blend, come between two vowels, the first consonant, or the blend, usually ends the first syllable. (al-so, in-stead)

Consonant before le. When a consonant comes before le at the end of a word, that consonant usually begins the last syllable. (can-dle, bun-dle)

The suffix ed. Then d or t comes before an ed ending, the ed forms a separate syllable. (drift-ed, depend-ed)

- knowledge of exceptions to rules

- practice in reading and applying accents in multi-syllabic words

4. Increased skill in the use of glossary and dictionary including the following skills:

   - alphabetizing by third and fourth letters
   - using guide words
   - applying diacritical markings
   - using diacritical markings for pronunciation
   - using the glossary as a check on meanings and pronunciations derived from context

Level 11 Extended Reading for Reinforcement and Mastery of Skills

Supplementary reading is taught to enable pupils to become fluent, independent readers. In-adoption and out-of-adoption readers that are not used as part of the basal reading program are issued to pupils as home-readers or desk-readers to supplement the skills originally presented in the basal text. Supplementary reading affords pupils the opportunity to maintain and to practice the skills developed during the basal reading program.

Material for individual selection reading should be made available to pupils to extend and enrich their experiences and to help them become aware of moral and spiritual values that influence attitudes toward life. The pupils' selections should be guided by the teacher to guarantee balanced reading. Materials should include various types of literature, such as, poetry, mythology, fairy tales, folk tales, fantasy, realistic fiction, non-fiction, biography, classics (both traditional and modern), and inspirational books.

The teacher recognizes the wide differences in pupils' reading abilities and interests and works to help each succeed in terms of his capacities. Through careful guidance, the teacher challenges able pupils to extend their interests and knowledge to guide the slower learners to books that will satisfy their desire to be better readers and to give to all pupils the opportunity to appreciate good literature.

Instruction in the skills of reading should include library activities either in the classroom or in the central library or both.

These activities would include such learnings as:

- Reading to satisfy special interests; reference reading, including simple note taking
- Learning to use the parts of a book, such as the title page, the table of contents, the index
- Becoming familiar with the arrangement of books in the library--non-fiction by classification number; fiction and easy books in alphabetical order by the author's surname. Special attention is given to classification numbers for such subjects as plants, animals, weather, seasons, earth, magnets, heat, light, Texas history and geography, and other topics covered in the courses of study.

Level 12 Fifth Reader

At the fifth reader level, children are quite independent in word recognition. The emphasis of the program at this level is upon the development of increasing skill in syllabication, structural analysis, and use of the glossary and dictionary. Phonetic analysis skills should continue to be reviewed and retaught for those children for whom diagnosis reveals that this procedure would be helpful.

Words previously taught are maintained and 767 new words are introduced in the basal reader. The child is encouraged to use his word analysis skills in discovering the meaning and pronunciation of new words. The emphasis is placed upon using these skills in combination for the accurate recognition of words.

The skills sequence is further developed through:

1. Refined skill in contextual analysis as used in:
   - presentation of new words
   - review of previously taught words
   - combination with other skills such as skill in using the dictionary or in assoication with pictures
2. Mastery of phonetic analysis of word forms by:
   - learning new sounds of familiar letter combinations: k sound

of ch as in school, the kw sound of the qu in some words and the k sound of qu in other words

- becoming aware of increasing numbers of ending phonograms
- discovering sounds associated with new consonant blends, digraphs, and consonants: gn as in gnawed, mp as in hemp, the sound of n as in señor, the ck sound of x
- applying phonetic analysis after syllabication or recognition of one part of a compound word
- reviewing vowels, digraphs, diphthong
- mastering three rules for consonants:

  Many consonants are silent, such as the second letter of the double consonants in such words as digging, mittens. The double consonant is used as a guide to syllabication and pronunciation when it appears in the middle of words.

  The silent consonant, in such a word as knot, is also important as an indication of word meaning. Silent k distinguishes between the meanings of the words know and not, knew and new.

  Silent consonants are often confusing in such words as witch, wring, watch, and wedged. These silent consonants often cause misspellings and errors in pronunciation, and the teacher should check each pupil's ability to read such words correctly.

3. Learning new structural elements and maintaining those previously learned:

   - mastery of hyphenation
   - review of prefixes, suffixes, and roots
   - learning new prefixes: ex, pre, at, in, en, non
   - learning new suffixes: hood (motherhood), ward, ern, ist, ible, ty
   - noting inflectional changes: advice and advise
   - reviewing rules for syllabication

     When a consonant comes before le at the end of a word, that consonant usually begins the last syllable. (jun-gle)

     When double consonants come between two vowels, the first consonant usually ends the first syllable and the second is silent. (ham-mocks)

     When two different consonants come between two vowels, the first consonant usually ends the first syllable and the second consonant begins the next syllable. (de-ter-mined)

     When one consonant comes between two vowels the consonant usually begins the second syllable.

   - using structural analysis during the introduction of new words when the new words contain familiar words within them

4. Increased skill in the use of the glossary and dictionary in the following aspects:

   - practice in using guide words
   - becoming familiar with the pronunciation key
   - discriminating between light and heavy accents
   - discovering pronunciation of new words
   - noting the effect of accent on meaning (ad dress' and ad' dress)
   - checking the meaning and pronunciation of compound words formed by the pupil

Level 13 Extended Reading for Reinforcement and Mastery of Skills

Pupils read in supplementary materials in order to become more fluent and independent in their reading skills. In addition to state-adopted readers, both basal and supplementary and materials selected individually from the library collection, much reading is demanded at this level in the content fields. For this reason instruction in reading in the content fields should become a part of the regular instructional program in reading.

Content reading is that aspect of the reading program that requires qualitative interpretation of material read. It involves the reading of geography, history, science, mathematics, health, and other content material. It includes the search for knowledge, the selection of relevant materials, the evaluation of data, the identification and comparison of sources, and the study of ideas for drawing conclusions.

The success of content reading depends upon (1) the extent of pupil mastery of skills and abilities in the basal reading program and (2) the extent to which the teacher organizes instructional procedures for content reading. Among the skills taught in the instructional reading period that are applied to content reading are:

- Sensing the variation of word meanings
- Skimming to find information pertinent to a topic or question
- Distinguishing the main idea of a selection
- Collecting data
- Making inferences
- Identifying a generalization
- Applying information derived from reading to a problematic situation
- Sensing relationships among ideas
- Determining the relevancy of ideas
- Identifying the author's purpose
- Deciding what is important to remember

The content areas require the pupil to develop skill in critical reading. This skill includes the ability to reflect with care on the ideas expressed, to make exacting analysis, and to arrive at valid conclusions.

Level 14 Sixth Reader

By the time pupils reach this level the basic skills have been mastered. This, then, is a period when rapid development is made in the pupil's ability to read independently and with purpose. The basal reader presents 737 new words. The skills which are further reinforced include:

1. Refined skill in using contextual clues for:

   - identifying new words
   - solving verbal analogies
   - explaining idiomatic word combinations

2. Further practice in phonetic analysis by:

   - reviewing previously learned rules
   - continued attention to sounds of words and letter combinations
   - learning new sounds associated with letters

3. Enlarged knowledge of word structure through:

   - introduction of new prefixes--twi, inter, mis, tri, out, some, auto, geo, mega, semi, under, co, e
   - introduction of new suffixes--ic, fy, ity, let, ure, ive, escent, ice, al, ish, ician
   - review of prefixes, suffixes, and roots
   - presentation of Latin and Greek roots as well as English roots--graph, photo, tele, portare, lumin, sect, destine, posit, muse, scribe, mill, thrift, hap, tax
   - noting inflectional changes
   - use of syllabication for identification of new words and to insure correct pronunciation
   - mastering several rules of syllabication

   Single consonant between two vowels: When a consonant comes between two vowels, the consonant usually begins the syllable. (be-fore, be-long)

   Double consonants between two vowels. Usually, when double consonants come between two vowels, the first consonant ends the first syllable and the second consonant is silent. (bet-ter, but-ter)

   Different consonants between two vowels. When two different consonants, or a consonant and a blend come between two vowels the first consonant usually ends the first syllable. (al-so)

   Consonant before le. When a consonant comes before le at the end of a word, that consonant usually begins the last syllable.

(can-dle, bun-dle)

The suffix ed. When d or t comes before an ed ending, the ed forms a separate syllable. (conduct-ed, drift-ed)

4. Improved dictionary and glossary skills by:

   - increasing facility in interpreting accent and diacritical markings
   - checking upon one's own pronunciation
   - identifying a new word
   - reviewing facts concerning the glossary
   - practice in finding and marking primary and secondary accents
   - developing the "dictionary habit"

Level 15 Extended Reading for Further Development of Skills in Content Reading

The following list sets forth the various abilities needed in work-type reading. The main headings name the abilities likely to be required in any situation and show them in sequence as a series of steps. The sub-headings, however, are not in a sequential order and it is not likely that all those listed would be called for in a single reading assignment. Most of the skills are introduced and partially developed at level 14 and 15. The teacher should be alert to opportunities to further strengthen and develop these skills.

ABILITIES NEEDED FOR WORK-TYPE READING

1. Ability to define a specific purpose for reading

2. Skill in locating information

   In using a table of contents
   In using alphabetical arrangement
   In using an index
   In using a dictionary or glossary
   In using an encyclopedia
   In using a card file and other techniques for locating materials in the library
   In using maps, graphs, charts, and tables
   In skimming
   In using headings and other typographical aids

3. Ability to select and evaluate information

   To select suitable sources of information
   To distinguish between relevant and irrelevant, important and unimportant information
   To recognize the difference between fact and opinion

To judge the validity of one's information
To use several sources to solve a problem
To judge the adequacy of one's information

4. Ability to adjust the method of reading to one's purpose and to the nature of the material

5. Ability to comprehend what is read

   To find the main idea
   To see the sequence of ideas
   To find details
   To do creative reading--draw conclusions, see relationships, and make inferences

6. Skill in using information

   In following directions
   In taking notes
   In classifying
   In outlining
   In summarizing

7. Ability to remember what is read

   To use aids to retention
   To practice recall
   To select facts to be remembered

THE TEACHING OF READING IN A SECOND LANGUAGE

(The following steps in the teaching of reading in a second language are suggested by Dr. Faye L. Bumpass, Specialist in Teaching English as a Foreign Language, Director of Elementary Teacher's Workshops for Spanish-Speaking Children, Texas Technological College. The Reading Bulletin, Number 112, Allyn and Bacon, Inc.)

Introductory Stage--In teaching beginning reading to children for whom English is a second language, the teacher must realize that her preparation for each reading lesson is going to be a specifically organized process. The sequential steps of careful listening, imitative repetition, and intensive practice must be a part of each lesson's development.

The word lists which are found in the manuals accompanying basal readers are prepared for the children who are native speakers and are not inclusive enough for teaching children for whom English is a second language. Therefore, the teacher must supplement this list by adding other words with meanings which need explanation, terms that require special pronunciation, and special items that may be used to review structure. Her presentation of this increased list of terms should follow the principles underlying foreign language teaching.

Children who do not speak English fluently must be taught to listen very carefully for all sounds within each new term, especially for those sounds that are non-existent in their mother tongue. They must be taught to repeat each new term accurately by practicing it individually and in chorus. They should be able to recognize the meaning of each term and use it in context. They must practice intensively, repeating new sentence patterns and using them in dramatizations and as responses to cued questions.

Presentation of Graphic Symbols--After intensive oral drill on all new terms, thorough practice in learning to recognize the graphic symbols, or written forms, must follow. While the teacher is writing a new lexical item on the chalkboard, she should repeat a basic sentence pattern containing it. Then, the children should repeat the term being taught as they look at its written form and think of its meaning. The teacher should encourage the children to correlate the symbol and its meaning by using visual aids or dramatized action. Flash cards and other association devices will help the children to remember the graphic symbol and its appropriate sound and meaning.

To insure comprehension of basic sentence patterns, the teacher may use cued questions to give the children oral practice in responding with a basic sentence pattern. In this advanced stage, the teacher may use questions that require a simple yes or no answer, involve a choice, or require a simple or difficult recall.

Choric Practice Reading--When several basic structural patterns have been presented for aural-oral comprehension and there has been intensive drill to help the children remember the graphic symbol for the new lexical item, the teacher should devote a short period to intensive choric practice reading. First, the exercise should be given with books closed and with the teacher using her hand in an up-and-down movement to indicate the correct intonation pattern. This will help the children to imitate the tone of the teacher's voice correctly. Later, the exercise may be given as reading practice with books open or with basic sentences written on the chalkboard or on a chart.

Book Reading Stage--With books open, the children may read silently the material on which they have been drilled orally. If reading materials prepared for native speakers are being used to teach these children, the sentences that form the "choric practice reading" should be basic structural patterns taken from the longer sentences in the text; thus they will act as context clues as the children read silently.

Much oral reading, just for the sake of reading aloud, should be given to children whose native tongue is one other than English, but it should be given only after it has been prepared for by many types of intensive oral drills. Above all, the child who is learning English as a second language must feel success during his oral reading period, and the teacher should never hesitate to check frequently on his comprehension at this time.

DEVELOPMENTAL PROCESS FOR TEACHING A READING LESSON

I. Developing Readiness to Read the Given Selection

A. Building a rich conceptual background

Clarifying concepts
Employing visual aids
Using a poem or a story to set the mood
Locating the setting
Identifying characters
Sharing related experiences
Anticipating incidents

B. Presenting the vocabulary in context

Words that are peculiar to the story or that represent unfamiliar concepts

Interpreting the meanings of figurative and idiomatic expressions

Recognizing relationships in word meanings

Recognizing words, homonyms, antonyms, synonyms

Using context clues

Choosing the correct definition of a word to fit the context

Recognizing the effect of accent on word meanings

Discussing abstract meanings

Using vivid words

Using the glossary, dictionary, maps, pictures

II. Guided Silent Reading of the Selection

A. Establishing clearly stated purposes for reading

Recognizing the larger values of a story
Arousing curiosity
Stimulating the pupil to read actively
Preparing the pupil to read for meaning and understanding
Helping the pupil to formulate and organize questions to be answered

B. Guiding the silent reading

Getting the whole thought

Eliminating word difficulties
Giving the reader a feeling of security
Making notes of important details
Encouraging pupils to formulate questions

C. Interpreting the story

1. Discussion

Drawing conclusions
Discussing related concepts
Considering the story in the light of personal experiences

2. Questioning

Asking factual questions that develop the habit of accurate, careful reading
Asking thought questions
Comparisons and contrasts
Relating story materials to personal experiences
Feelings and attitudes of the characters and of the author

III. Developing Word-Recognition Techniques

A. Gaining a broad and accurate meaning vocabulary

1. Use of dictionary

2. Use of context clues; descriptive words; vivid words; imagery

3. Discussion of concepts and abstract meanings

4. Use of parts of books

5. Listening for a word in conversations

6. Noting variations in meaning as a word is used in different contexts

7. Use of an encyclopedia

B. Developing skill in phonetic analysis through sensitivity to word sounds and letter combinations which represent these sounds, including:

1. Consonants

2. Vowels

3. Digraphs

4. Diphthongs

5. Phonograms and phonetic elements

C. Using structural analysis through discovery of structural patterns in known words and application of these similarities to attack new and unfamiliar words by

   1. Using inflectional forms of words, abbreviations, compound words, contractions, possessives

   2. Recognizing stems in affixed words

D. Sensitizing pupils to become aware of polysyllabic words

   1. Applying principles of syllabication

   2. Discriminating between accented and unaccented syllables

   3. Noting division of words at end of line

IV. Rereading the Selection for a Specific Purpose

   A. Finding the main ideas

   B. Recognizing the sequence of ideas

   C. Finding details

   D. Selecting and evaluating information

   E. Reading creatively

   F. Locating information

   G. Using information

V. Follow-up Activities

   Skillful teaching of reading leads the pupil to engage in such activities as are listed below that use, apply, and extend the ideas and information gained while reading:

   A. Vocabulary building

   B. Comprehension and study skills

   C. Using workbook for further development of reading skills

   D. Language and speech activities

   E. Enrichment activities

REMEDIAL WORK IN SPELLING WORDS
KINESTHETIC TECHNIQUES

TRACING

1. The teacher writes the word for which the child asks on board or on large piece of paper. (If paper is used, the writing must be blackboard size.)
2. The child pronounces the word and traces with first and second fingers.
3. The word is erased or covered.
4. The child tries to write the word on board or on paper WITHOUT COPY BEFORE HIM, saying syllables as he writes.
5. The above steps are repeated until the word is written correctly. Do not call attention to errors.

WRITING FROM SCRIPT

1. The teacher writes the word as before, pronouncing it and emphasizing each sound unit. Do not divide the word.
2. The child pronounces the word slowly, looking at each sound unit as he pronounces it.
3. The child tries to write the word, without tracing and WITHOUT THE COPY, saying syllables as he writes.
4. The above process is repeated until successful. (Words written by the teacher on large pieces of paper may be used over and over again by the children.)

WRITING FROM PRINT

1. The teacher pronounces the printed word for the child, "sliding" it.
2. The child pronounces it while looking at the word, "sliding" it.
3. The child tries to write the word without copy before him, saying syllables as he writes.
4. The teacher writes the word for the child if he is unable to make the transfer from print to script.

5. The child writes again, then identifies the word in print.

RECOGNITION OF WORDS WITHOUT WRITING THEM

The child works out new words in print on basis of familiar elements learned through former writing.

POINTS TO BE REMEMBERED BY THE TEACHER

1. Words are never spelled orally.

2. Words are never broken up into syllables in the writing. "Remember" is never written "re mem ber". The word is written in its natural form and the sound units emphasized in pronunciation.

3. The child NEVER writes with the copy before him.

4. Errors are never pointed out to children. Wrong forms are erased or covered without comment upon them.

5. A word written incorrectly is written correctly at least once before leaving it. Each writing is covered or erased before the word is rewritten.

6. The finger is drawn along from left to right uncovering syllables as they are pronounced.

7. A child may be able to write some words from print, some from script and still find it necessary to trace others.

8. It is best to begin the tracing and writing with long phonetic words, such as summer, remember, and carpenter, since it forces the child to discard former habits of letter spelling.

9. Cursive writing lends itself to these techniques because of the element of continuity in the writing.

INFORMAL READING INVENTORY PROCEDURE

I. Test each child individually.

   a. Establish rapport.

   b. Have child read orally at sight at a level you are reasonably sure he can succeed, and advance according to ability.

II. Independent reading level.

   a. Found when child can read with full understanding--comprehend 90% or better. The child must be free from tensions, finger pointing, vocalizing. He must read rhythmetically, use conversational tone, observe punctuation and be 99% accurate.

III. Instruction level.

   a. Found when child comprehends 75% or better, is free from nervous tensions and is 95% accurate or better.

INFORMAL READING INVENTORY

Based on
Sheldon Basic Reading Series
Boston: Allyn and Bacon Company, Incorporated

Senior Pre-primer

Oral: (48 words) p. 87
Daddy said, "Look here.
Here is something for you."
"Is it a car?" said Ricky.
"Is it a little boat?" said Bill.
"Is it a funny fish?" said Linda.
"It is not a fish," said Daddy.
"It is not little.
"It is something big.
Look and see."

Oral Comprehension Check

1. Who had something for the children?
2. What was Ricky's guess?
3. What was Bill's guess?
4. What was Linda's guess?
5. What did Daddy say it was?

Silent: (42 words) p. 88
Bill said, "It looks funny.
Is it something for Rags?"
"It is not for Rags," said Daddy.
"It is for Linda, Ricky, and you.
It is a ball.
It is a big, yellow ball.
Come and see me make it go up."

Silent Comprehension Check

1. What did Bill think about the present?
2. For whom did Daddy buy the present?
3. What did Daddy want the children to do?
4. Do you think Rags will like the present, too?

Primer

Oral: (43 words) p. 100
Mary was a new girl at school.
One day she said, "My home is on a farm.
Will you come to see our farm?
I want you to see my pets."
"Yes! Yes!" said the children.
"We will come to see your farm."

Oral Comprehension Check

1. Who was Mary?
2. Where did she live?
3. What did she ask the children to do?
4. Why did she invite them?

Silent: (46 words) p. 104
Then all the children went home.
"Mother! Mother!" they said.
"We want to go to a farm.
We want to go on the school bus.
May we go?"
"Yes," said all the mothers.
"You may go to the farm.
You may go on the school bus."

Silent Comprehension Check

1. Where did the children go?
2. What two things did the children want to do?
3. What did the mothers say they could do?

First Reader

Oral: (51 words) p. 112
One morning Daddy said,
"Come with me, children.
I am going to the farm today.
Mother wants me to buy eggs,
honey, and flowers at the farm.
You may go with me."
Daddy opened the car door.
In jumped the children.
Soon they were all on the way
to the farm.

Oral Comprehension Check

1. Where was Daddy going?
2. Why was Daddy going to the farm?
3. Who went with Daddy?
4. How did they get to the farm?

Silent: (52 words) p. 114
Daddy was ready to go home.
First he called the children.
Then he went to look for them.
He found them near the barn.
They were playing in some water
near the barn.

"Look, Daddy, look," said Bill.
"See what we found in the water.
It looks like a little black fish."

Silent Comprehension Check

1. Where was Daddy going?
2. What did he do first?
3. Then what did he do?
4. Where did he find the children?
5. What were the children doing?
6. What did the thing they found look like?

Second Reader (First Level)

Oral: (60 words) p. 106
The snow fell all the next day.
The children watched the snow fall
past the school window. When they
went home for lunch, they played
in the new snow. Some made
snow balls.
Bill said, "This snow will make
a good slide. Let's make a slide."
"That will be fun," said Janet.
"Let's make a big slide for our sleds."

Oral Comprehension Check

1. What happened while the children were in school?
2. What did the children do first on their way home for lunch?
3. What did Bill think the snow would be good for?
4. Why did Janet want to make a slide?

Silent: (57 words) p. 107
"We will ask the other children to help us," said Bob.
"Where will we make our slide?" Bill asked.
"We could make it on the big hill in the woods," said Bob. "Everyone can help make it, and everyone can slide down it."
"I broke my sled," said Tommy.
"You may ride on my sled," said Bill.

Silent Comprehension Check

1. Who would help make the slide?
2. Who could slide down it?
3. What did Tommy say about his sled?
4. How can you tell that Bill was thoughtful and kind?

Second Reader (Second Level)

Oral: (72 words) p. 93
Red Pony watched the old horse and the little girl. He liked the way they played together. The old horse wasn't afraid of the girl. The girl never hit the old horse. Red Pony walked over to them.

The girl talked to him and held out an apple. He took it. The old horse watched him. The little girl tried to put her hand on Red Pony's neck, but he ran away.

Oral Comprehension Check

1. Why did Red Pony like the way the girl and the old horse played together?
2. How was the girl kind to Red Pony?
3. What did the girl try to do?
4. What did Red Pony do then?

Silent: (79 words) p. 95
The red pony stayed in the field with the old white horse all day.

When evening came, Red Pony stood beside the white horse. He still wished he were with his mother and the other horses. But he wasn't so afraid as he had been. Alice was a friendly horse, and the little girl was kind to him.

The evening became very dark, and it began to rain. The old horse went to the fence and looked at the house.

Silent Comprehension Check

1. Where was the red pony all day?
2. What did Red Pony wish for?
3. Who was Alice?
4. Why wasn't Red Pony as much afraid as he had been?
5. What did the old horse do when it began to rain?

Third Reader (First Level)

Oral: (98 words) p. 131
Mother Whitetail said, "Everything is different in winter, because it is cold. The ground will be covered with white snow. Sometimes the snow is very hard. Much of our food is under the snow. Sometimes it is hard to get food in the winter."

Little Brown Eyes looked at Mother Whitetail. "Are there dangers in winter, too, Mother?"

"Winter has more dangers than any other time of the year," she replied.

That night when they went to the stream to drink, a large deer with big antlers stood a short way away. He was guarding the drinking place.

Oral Comprehension Check

1. What kind of animal is Mother Whitetail?
2. What things make winter so different for the deer?
3. What did Little Brown Eyes want to know?
4. Where did they go that night?
5. Why was the big deer there?

Silent: (89 words) p. 132
"Look, Little Brown Eyes," said Mother Whitetail, "There is your father. He will stay with us this winter to keep us safe."

Several days later the air grew cold and the snow began to fall. Father Whitetail stayed with Mother Whitetail and Little Brown Eyes now.

One winter day when the deer were trying to find some food under the snow, they heard the far-off cry of a wolf. Then the cry came closer. Soon Father Whitetail saw two wolves coming toward the mother deer and their fawns.

Silent Comprehension Check

1. What did Mother Whitetail tell the little deer about his father?
2. Where did the deer look for food?
3. What happened one winter day?

Third Reader (Second Level)

Oral: (79) words) p. 86
The next morning Anya got on the bus. She carried a large package neatly wrapped in brown paper and tied with string.
"What's in it?" everybody asked.
"Valentines," Anya answered proudly.
"Must be big ones," a child said.
"Probably they won't even go into the valentine box."
Anya said nothing. Even if her valentines were not like American ones, they were the best she could do. Anyway, Frank had certainly said, "Do as you please. It's a free country."

Oral Comprehension Check

1. What did Anya take with her on the bus?
2. What month of the year was it?
3. What did the children think about her valentines?
4. Why did Anya say nothing to the children about her valentines?
5. Was Anya a careless girl? How do you know?

Silent: (89 words) p. 87
Anya marched into school and handed the package to Miss Riggs. "Are those your valentines, Anya? Put them in the valentine box, please.
"They won't go in the box." Anya could feel her face getting red. "Will you open them for me?"

Miss Riggs opened Anya's package. The children crowded around as she lifted out large cookies decorated in red and white around the outside. In the middle of each cookie, Mama had put a name in white icing. She had baked a cookie for every child in the room.

Silent Comprehension Check

1. What did Anya do with her package when she got to school?
2. What did Miss Riggs ask Anya to do?
3. What were Anya's valentines?
4. Who made Anya's valentines?

Fourth Reader

Oral: (130 words) p. 129
A dozen men walked quickly along a forest trail. They were bound for the salt springs near the mountains. Each man led a pack horse. These men were all hunters and woodsmen, but they had never been in this country before. They didn't like to go there now, but they had to have salt. Their farm animals were suffering from the lack of it. New settlers had been bringing salt, but that was about gone now.

At the head of the long line walked one of the best guides in Pennsylvania, young Daniel Boone. He was tall and slender for his fifteen years. But he was strong and he could stand hardships as well as these older men. He was used to hardships. He had hunted alone for two years.

Oral Comprehension Check

1. Where were the men going?
2. Who were these men?
3. Why were they going into country they didn't like?
4. What kind of guide did they have?
5. How had Daniel shown that he could stand hardships?

Silent: (166 words) p. 130
Daniel was the only one who knew where these salt springs were. He had seen them. But that wasn't the only reason they had asked him to guide them.

They all knew he was smart about Indians. He could tell when they were about, and he knew how to keep away from them. Hadn't he come back from his hunt every spring with lots of furs? Didn't that show he knew how to live in the wilderness?

The men were pleased with their young guide. He was never lost; he never led them into the wrong trails. Nothing excited him or made him angry, and he was pleasant with everyone.

The pack horses were loaded with large kettles, skin bags for salt, blankets, and clothing. Each man carried a bag of food to eat on the way--dried corn and dried meat.

There was no time to stop for hunting game and cooking it. The sooner they got to the springs the sooner they'd get away.

Silent Comprehension Check

1. Why did the men need Daniel to help them get the salt?
2. What makes a good guide?
3. How did they know that Daniel knew how to live in the wilderness?
4. How were the pack horses used?
5. Why did the men take along dried corn and meat?
6. Why didn't they take barrels to put the salt in?

Fifth Reader

Oral: (140 words) p. 116
It was close to sunset in the woodlands of the Adirondack Mountains. Joseph Brant, the young leader of a group of Mohawk Indian boys, halted. The hunting trail that they had been following all day led into a small open space in the forest. Under a great tree, a spring of clear water trickled over mossy stones.

The leader raised his arm as a signal for his band to halt. "We will camp here for the night," he said. "It is a good place."

"Joseph Brant is very careful," said the boy next in line. "If I were leader of this hunting party, we would walk on until nightfall."

Joseph half turned. He began to answer sharply, but stopped. He knew that a leader must not let himself become angry. He was a sachem's son and must handle his men well.

Oral Comprehension Check

1. Who was Joseph Brant?
2. What had the boys been doing all day?
3. What did the leader decide to do?
4. What did the next boy think about this decision?
5. Why didn't Joseph give the boy a sharp answer?
6. What do you think a sachem is?

Silent: (172 words) p. 117
We have a good deal to do, Burning Ember," he said. "After we have eaten, we must choose guards to watch while we sleep. We'll wake earlier and hunt better, if we rest now."

Fine hunting! Only rabbits!" Burning Ember snapped. "Last time, when your older brother led a hunting party they brought back a deer! We have been hunting for a week now and have killed only a few small rabbits."

Catherine, a slim pretty girl, a year or so younger than the boys, spoke up. "Joseph Brant is not a medicine man," she said.

She was one of the three girls who had come on the hunt to do the cooking for the boys. She stood at the end of the line with the other girls, as was the custom among her people.

She tossed back her long braids and her bright necklaces tinkled as she shook her head. "He can't chant a magic song and make a deer spring from nowhere," she continued--"or turn your rabbits into deer!"

Silent Comprehension Check

1. Why had the leader decided to halt?
2. How did Burning Ember compare this hunting trip with another trip?
3. Why was Catherine on this hunting trip?
4. What did she mean when she said that Joseph was not a medicine man?

Sixth Reader

Oral: (130 words) p. 106
Andy sat beside Red and Bob on a small island in the lake. All three wore swimming trunks. The water was so clear they could see the rocky bottom. Across the lagoon the grandstand blazed with color and hummed with excitement. The crowd was there, waiting for the next event in the Water Circus.

From his special platform on the island, the judge called the four teams swimming in the relay race. The boys rose and hurried toward him.

From beyond the judge's stand came the Blue Gills, the Jets, and the Eagles. Next came the Spartans with Red, Bob, and Andy on the team.

Andy was sure they could beat the Jets and the Eagles, but he wasn't so sure about beating the Blue Gills--they were splendid swimmers.

Oral Comprehension Check

1. Where were the three boys?
2. Where was the crowd?
3. On what team were Red, Bob, and Andy?
4. How did Andy feel about the other teams?

Silent: (150 words) p. 107
Andy hardly noticed Earl and the Blue Gills. He was thinking about last week, when the members of the Spartan Club picked their team. Bob and Red were named at once. They swam like fish. But the Spartans argued about their third choice.

Andy won over David by one vote. At the time, he hadn't cared who won, but now he felt that he had to make his friends glad they had chosen him. If his team did not win, whenever Andy looked at the shelf in the clubhouse where they had talked of putting the trophy, he would wonder: "Could David have done better?"

Andy's Grandfather Van Orden told him that he was foolish--the Spartans were responsible for the choices they made. His responsibility was to do the best he could. Andy understood, but still he wanted to win this race more than he had ever wanted anything before.

Silent Comprehension Check

1. Why were Bob and Red Chosen for the Spartan team?
2. How did Andy get on the Spartan team?
3. What had his grandfather said about Andy's responsibility?
4. How did Andy feel about this race?

Seventh Reader

Oral: (169 words) p. 178
When Bill Wingate made his first appearance at Riverdale High School, he was sixteen years old and six feet three in his shoe packs. He came rattling down the mountain in an unbelievable ancient flivver, parked it with its nose to a tree, and ambled up the steps. His great red wrists hung far out of his coat sleeves. His neatly patched trousers missed his ankles by inches, and he wore an odd-looking little felt hat perched on his mop of sandy hair. But the most noticeable thing about him was his grin. It was so wide and friendly that even his grotesque length and outlandish costume were forgotten by the crowd of students who stood staring as he approached.

"Hi, folks," he nodded to them and went in.

Ten minutes later, in the principal's office, he registered as a sophomore. He had come to Riverdale High because, as he expressed it, he had "got all the education they could give" in the frame schoolhouse up on Hog Back.

Oral Comprehension Check

1. How did Bill get to Riverdale High School the first day?
2. Would Bill draw any unusual attention if he walked into your classroom today? Why?
3. What was the most noticeable thing about Bill?
4. Do you think Bill was fat or thin?
5. Why had he come to Riverdale High?
6. What was Hog Back?

Silent: (153 words) p. 184
Doc Caswell started the boys off with a rush in their early practice and had them on their toes for the opening game with the University Freshmen. Contrary to precedent the college players were weak in pitching, and the Riverdale nine pounded out such a lead in the first four innings that there was no catching them. The fame of that 6-to-5 victory spread swiftly, and when they followed it by trimming Connorsville, they were hailed by the town as sure winners of the Conference title.

One after another they disposed of the near-by high schools. But down at the other end of the valley was another team with a record almost as imposing. Somerton High's all-veteran aggregation had passed midseason with only one defeat. And they had beaten the University's first-year men by a score of 8-to-0. Somerton was the last game on Riverdale's schedule.

Silent Comprehension Check

1. Why were the Riverdale nine able to win their opening game?
2. What prediction was made after they beat Connorsville?
3. What kind of record did Somerton High have?
4. Why was the Somerton game important to Riverdale?
5. What was meant by "on their toes"?
6. What is an imposing record?
7. What is meant by an all-veteran aggregation?

Eighth Reader

Oral: (155 words) p. 236
Black Kettle had a singular appearance. When he stood still, his tail reached to the ground; when he ran, especially against the wind, it streamed so far out behind that, from a distance, he looked about twenty feet long. His mane reached to the tip of his nose, and on the run he continually tossed his head, throwing his mane back over his ears so that he could see. This exceedingly long mane and tail were not Thoroughbred characteristics, and they served as marks by which Black Kettle could be easily recognized.

For twelve years many men tried to capture Black Kettle, causing his fame to spread throughout the West. Then came Frank Lockard, a young horse trader. With his partner William Simpson, he started out of capture Black Kettle in December of 1879. Frank had been successful in managing broncos, and he felt confident that he and Simpson could capture and tame any wild horse.

Oral Comprehension Check

1. What made Black Kettle look different from other horses?
2. What had made Black Kettle so well known in the West?
3. Who was Frank Lockard?
4. Why did Frank think that he could capture Black Kettle when others had failed?
5. What was singular about Black Kettle?

Silent: (175 words) p. 244
Late in October Lockard started east to sell his captives. He had seventy-six head, but he valued Black Kettle more than the others. The mustang would not bring more money, but his worth lay beyond that of dollars. There was only one Black Kettle in the whole plains country.

During the journey east, Lockard came close to losing his prize. A barking dog had excited Black Kettle and caused him to break loose. When Lockard overtook him, however, Black Kettle stopped and stood while his master dismounted and walked up to him.

After reaching Norton, Lockard had little trouble in selling his horses. He kept Pot and Kettle for a few years, but he was forced to sell them at a time when he needed money.

As a trophy, Black Kettle had elevated his captor's standing in the eyes of the plainsmen. To the captor himself he represented something more. He was a symbol of a coveted goal that had been reached and a seemingly futile dream that had become a reality.

Silent Comprehension Check

1. What did Lockard want to sell?
2. Why was Black Kettle so valuable to him?
3. How did Lockard almost lose his prize?
4. What did the plainsmen think about Lockard?
5. What did Black Kettle mean to Lockard?

CUMULATIVE READING RECORD

Name of Pupil

Name of Parent or Guardian

This form refers to books used in directed reading. Indicate in comment space number of books read independently.

Title	Publishing Co.	Date Started	Date Completed	Title	Publishing Co.	Date Started	Date Completed
LEVEL 2 Reading Readiness				LEVEL 5 First Reader			
	School District				School District		
	Teacher				Teacher		
LEVEL 3 Preprimer				LEVEL 6 Second Reader (2.1)			
	School District				School District		
	Teacher				Teacher		
LEVEL 4 Primer				LEVEL 7 Second Reader (2.2)			
	School District				School District		
	Teacher				Teacher		

Comments:

(over)

Title	Publishing Co.	Date Started	Date Completed	Title	Publishing Co.	Date Started	Date Completed
LEVEL 8 Third Reader (3.1)				LEVEL 12 Fifth Grade Basal Reader			
	School District				School District		
	Teacher				Teacher		
LEVEL 9 Third Reader (3.2)				LEVEL 13 Fifth Grade Supplementary Readers			
	School District				School District		
	Teacher				Teacher		
LEVEL 10 Fourth Grade Basal Reader				LEVEL 14 Sixth Grade Basal Reader			
	School District				School District		
	Teacher				Teacher		
LEVEL 11 Fourth Grade Supplementary Reader				LEVEL 15 Sixth Grade Supplementary Reader			
	School District				School District		
	Teacher				Teacher		

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

(NAME OF DISTRICT AND NUMBER) (POST OFFICE ADDRESS OF SCHOOL DISTRICT) (COUNTY)

(SIGNATURE OF SUPERINTENDENT OR COORDINATOR OF THE PROGRAM) (DATE)

TEXAS EDUCATION AGENCY

REPORT ON INSTRUCTIONAL PROGRAM FOR CHILDREN OF MIGRATORY PARENTS

The following information is needed concerning the six-months instructional program for children of migrant parents operated in your district. Progress and achievement of pupils participating in the program should be accurately recorded and maintained so that periodic analyses and summary evaluations of the effectiveness of this program may be made.

All items should be completed on the form below and returned to W. R. Goodson, Texas Education Agency, no later than 2 weeks following the close of the school year.

1. Total number of migrant pupils enrolled in the six-months program in your district this year______, all grades.
2. Total number dropped-out during the school term ________.
3. Number who were in attendance a minimum of 120 days of instruction ___________ .

Of these pupils who were in attendance most of the school year, please furnish the information requested below.

SECTION A
Indicate by number where pupils were grouped in achievement at beginning of the school year.

SECTION B
On the basis of reading skills, show how far each pupil has progressed by the end of the school year. For example, if a school had 11 children in level 1 at the beginning of the school year, indicated in the column at the right would be the number of pupils from this group achieving at levels 1, 2, 3, 4, etc.

GRADES →		I					II		III		IV		V		VI		VII	VIII	If above Grade VIII, indicate approximate level.
	LEVELS → ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
↓	1																		
	2																		
I	3																		
	4																		
	5																		
VIII																			

* *Please use back of sheet for explanations or comments relative to the effectiveness or weakness of the present instructional program for children of migrant parents.*

RECOMMENDED READING IN SERIES BOOKS
(Easy Books Especially Designed for Mature Readers)

Compiled by
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The Reading Center
Diagnostic and Remedial Division
Roy A. Kress, Ph. D., Director

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Syracuse 10, New York

These are books in various series that have been used successfully by reading specialists associated with the Syracuse University Reading Center. The reading level of supplementary reading books designed for independent reading, such as these, can only be estimated. An estimation is based on vocabulary level, vocabulary load, sentence length, picture clues, size of print, conceptual load, and experience using the book with children whose reading level is known. The reading levels used here are publishers' estimates unless otherwise indicated.

SERIES AND INDIVIDUAL TITLES	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Air Age Books. Chicago: Benefic Press								
Peter and the Unlucky Rocket - - - - - - -				X				
Peter and the Big Balloon				X				
Peter and the Rocket Ship					X			
Peter and the Two-Hour Moon					X			
Peter and the Moon Trip					X			
ALL ABOUT BOOKS New York: Random House (36 titles available)						X	X	
*The American Adventure Series. Chicago: Harper & Row Publishing Co.								
Portugee Phillips				X				
Friday - The Arapaho Indian				X				
Squanto and the Pilgrims				X				
Alec Majors					X			
Pilot Jack Knight					X			
Chief Black Hawk					X			
Grant Marsh - Steamboat Captain						X		
Dan Morgan - Rifleman						X		
Cowboys and Cattle Trails						X		
Kit Carson						X		
Sabre Jet Ace							X	
Buffalo Bill							X	
Wild Bill Hickock							X	
Daniel Boone								X
Fur Trappers of the Old West								X
The Rush for Gold								X
John Paul Jones								X

* Listed in order of difficulty

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
American Indian Books. Chicago: Benefic Press								
Buffalo Boy				X				
Little Wolf and the Thunder Stick					X			
Young Hawk					X			
Aviation Readers. New York: Macmillan Company								
Straight Up			X					
Straight Down				X				
Basic Vocabulary Series. Champaign, Illinois: Garrard Press								
Animal Stories				X				
Bear Stories				X				
Circus Stories				X				
Dog Stories				X				
Elephant Stories				X				
Folk Stories				X				
Horse Stories				X				
Irish Stories				X				
Lion and Tiger Stories				X				
Lodge Stories				X				
Navaho Stories				X				
Pueblo Stories				X				
Tepee Stories				X				
"Why" Stories				X				
Wigwam Stories				X				
Beginning Beginner Readers. New York: Random House								
Green Eggs and Ham			X					
Put Me in the Zoo			X					
Are You My Mother			X					
/Beginner Books Inc. Distributed by Random House, New York								
Ann Can Fly				X				
Bennett Cerf's Book of Laughs				X				
A Big Ball of String				X				
The Big Jump: and Other Stories				X				
The Cat in the Hat				X				
The Cat in the Hat Comes Back				X				
Cowboy Andy				X				
A Fly Went By				X				
Sam and the Firefly				X				
Stop That Ball				X				
The Wales Go By				X				
You Will Go to the Moon				X				
One Fish, Two Fish, Red Fish, Blue Fish				X				

/Spache Readability formula and Clinical experience employed to estimate the levels of these books.

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Beginning - to - read books. Chicago: Follett Publishing Co.								
Gertie the Duck			X					
The Hill That Grew			X					
In John's Back Yard			X					
Just Follow Me			X					
My Own Little House			X					
Nobody Listens to Andrew			X					
Something New at the Zoo			X					
Too Many Dogs			X					
The Boy Who Would Not Say His Name				X				
The Four Friends				X				
The Hole in the Hill				X				
Mable the Whale				X				
Miss Hattie and the Monkey				X				
Christopher Columbus					X			
Peter's Policeman					X			
Childhood of Famous Americans Series. Indianapolis: Bobbs Merrill Co., Inc. (Over 65 titles available)						X	X	
Classics Illustrated Series. New York: Gilberton Co., Inc. (158 comic books)							X	X
Classics Illustrated Series, Junior, New York: Gilberton Co., Inc. (65 comic books)						X	X	
Core Vocabulary Readers. New York: Macmillan Company								
The Ranch Book			X					
Rusty Wants a Dog			X					
Smoky the Crow				X				
Planes for Box and Andy					X			
Cowboy Sam Series. Chicago: Benefic Press								
Cowboy Sam and Dandy	X							
Cowboy Sam and Miss Lily		X						
Cowboy Sam		X						
Cowboy Sam and Porky		X						
Cowboy Sam and Flop			X					
Cowboy Sam and Shorty			X					
Cowboy Sam and Freddy			X					
Cowboy Sam and the Fair				X				
Cowboy Sam and the Rodeo				X				
Cowboy Sam and Sally				X				
Cowboy Sam and the Airplane					X			
Cowboy Sam and the Indians					X			
Cowboy Sam and the Rustlers					X			

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Dan Frontier Series. Chicago: Benefic Press								
Dan Frontier		X						
Dan Frontier Goes Hunting			X					
Dan Frontier With the Indians			X					
Dan Frontier and the Wagon Train				X				
The Deep Sea Adventure Series. San Francisco: Harr Wagner Publishing Co.								
The Sea Hunt		X						
Treasures From Under the Sea			X					
Submarine Rescue			X					
The Pearl Divers			X					
Frogmen in Action				X				
Dolch Folklore of the World. Champaign, Illinois: Garrard Press								
Stories from Spain					X			
Stories from Hawaii					X			
Stories from Mexico					X			
Easy - to - Read Books. Chicago: Benefic Press								
Pretty Bird	X							
Surprise Egg	X							
Pony Ring		X						
Big Top		X						
Monkey Island			X					
Poker Dog			X					
Easy - to - Read Books. New York: Random House								
The Snake That Went to School					X			
The Runaway Flea Circus					X			
Your Wonderful World of Science					X			
The Terrible Mr. Twitmeyer					X			
Adventure at Black Rock Cave					X			
Rocks All Around Us					X			
The Sun, The Moon, and the Stars					X			
In the Days of the Dinosauer					X			
Simple Machines and How They Work					X			
Rockets into Space					X			
The Story of the Atom					X			
Satellites in Outer Space					X			
(Other Titles Available)								
First Reading Books. Champaign, Illinois: Garrard Press								
Big, Bigger, Biggest			X					
Dog Pals			X					
Friendly Birds			X					
I Like Cats			X					
In the Woods			X					
Monkey Friends			X					
On the Farm			X					
Some Are Small			X					
Tommy's Pets			X					
Zoo is Home			X					

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Frontiers of America. Chicago: Childrens Press								
Log Fort Adventures					X			
Hunters Blaze the Trail					X			
Steamboats to the West					X			
Explorers in a New World					X			
Heroes of the Western Outposts					X			
Men on Iron Horses					X			
Settlers on a Strange Shore					X			
Gateways to Reading Treasurers. River Forest, Illinois Laidlaw Bros.								
Tales to Read		X						
Stories to Remember			X					
Storyland Favorites				X				
Doorways to Adventure					X			
I can Read Books. New York: Harper and Brothers								
Father Bear Comes Home				X				
Last One Home is a Green Pig				X				
No Fighting, No Biting				X				
Julius				X				
(Other titles available)								
Indians of the Americas. Chicago: Melmont Publishers Inc.								
Apaches								
Dakotas								
A Day with Honau - a Hopi Indian Boy					X			
The Little Indian Pottery Maker					X			
A Day in Oraibi - A Hopi Indian Village					X			
A Day With Pole - A Hopi Indian Girl					X			
The Hopi Indian Butterfly Dance					X			
The Little Indian Basket Maker					X			
Tobi - A Chumash Indian Boy					X			
The Interesting Reading Series. Chicago: Follett Publishing Company								
Ten Great Moments in Sports					X			
Mary Elizabeth and Mr. Lincoln					X			
Buried Gold				X				
Great Moments in American History					X			
The Mystery of Broken Wheel Ranch				X				
I Want to be Books. Chicago: Childrens Press								
I Want to be an Animal Doctor			X					
I Want to be a Ballet Dancer			X					
I Want to be a Doctor			X					
I Want to be a Farmer			X					
I Want to be a Mechanic			X					
I Want to be a Pilot			X					
I Want to be a Teacher			X					
I Want to be a Zoo Keeper			X					
(Additional titles are available)								

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Jim Forest Series. San Francisco: Harr Wagner Pub. Co.								
Jim Forest and Ranger Don			X					
Jim Forest and the Bandits			X					
Jim Forest and the Mystery Hunter				X				
Jim Forest and Dead Man's Peak				X				
Jim Forest and the Flood				X				
Jim Forest and Lone Wolf Gulch					X			
Landmark Books. New York: Random House (94 titles available)							X	X
Long Rifle Series. San Francisco: Harr Wagner Publishing Company								
Towards Oregon								X
For Texas and Freedom								X
Long Rifle Vanguard								X
Pioneer Series. Chicago: Benefic Press								
Pioneer Tenderfoot						X		
Pioneer Sodbuster						X		
Pioneer Buckaroo						X		
Pioneer Engineer						X		
Pioneer Pilgrim						X		
Piper Books. New York: Houghton Mifflin Co.								
Benjamin Franklin: First Great American						X		
Horace Mann: Sower of Learning						X		
John Smith: Man of Adventure						X		
John Ponce de Leon: First in the Land						X		
Sam Houston: Friend of the Indians						X		
Amelia Earhart: First Lady of the Air						X		
Christopher Columbus: Sailor and Dreamer						X		
Kit Carson: Mountain Scout						X		
Abraham Lincoln: Man of Courage						X		
Henry Clay: Statesman and Patriot						X		
Sacajowea: Guide to Louis and Clark						X		
Thomas Jefferson: Champion of the People						X		
Pleasure Reading Series.								
Aesop's Stories					X			
Anderson Stories					X			
Bible Stories					X			
Fairy Stories					X			
Famous Stories					X			
Far East Stories					X			
Gospel Stories					X			
Greek Stories					X			
Gulliver's Stories					X			
Old World Stories					X			
Robin Hood Stories					X			
Robinson Crusoe					X			

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
Reading-Motivated Series. San Francisco: Harr Wagner Pub. Co.								
Desert Treasure					X			
The Mysterious Swamp Rider					X			
The Secret of Lonesome Valley					X			
The Real Adventure Series. San Francisco: Harr Wagner Pub. Co.								
Real Adventure with Discoverers of America						X		
Real Adventure with the Pilgrim Settlers						X		
Real Adventure with American Patriots						X		
Real Adventure with American Pathfinders						X		
Real Adventure with American Plainsmen						X		
Regional Social Studies Books. San Francisco: Harr Wagner Pub. Co.								
Our Great Northwest				X				
Land of the Great Lakes					X			
Sailor Jack Series. Chicago: Benefic Press								
Sailor Jack	X							
Sailor Jack and Bluebell		X						
Sailor Jack's New Friend		X						
Simplified Classics Series. Chicago: Scott Foresman								
Treasure Island						X	X	X
Lorna Doone						X	X	X
Moby Dick						X	X	X
Tom Sawyer						X	X	X
Robinson Crusoe						X	X	X
Around the World in Eighty Days						X	X	X
The Prince and the Pauper						X	X	X
(Other titles available)								
Special Reading Books. Chicago: Scott Foresman								
The Boxcar Children					X			
Surprise Island					X			
The Yellow House Mystery					X			
The Six Robbers					X			
The Flying Trunk					X			
Hidden Silver					X			
1001 Nights					X			
Teen Age Tales. Boxton: D. C. Heath and Co.								
Book 1							X	
Book 11							X	
Book 111							X	

	ESTIMATED READING LEVELS							
	PP	P	1	2	3	4	5	6
The True Book. Chicago: Children's Press								
The True Book of Animal Babies			X					
The True Book of Indians			X					
The True Book of Insects			X					
The True Book of Air Around Us				X				
The True Book of Birds We Know				X				
The True Book of Cowboys				X				
The True Book of Jungles				X				
The True Book of Moon, Sun and Stars				X				
The True Book of Dinosaurs					X			
The True Book of Knights					X			
The True Book of Tropical Fishes					X			
(Additional Titles Available)								
*Walt Disney Story Books. Boston: D. C. Heath and Co.								
Here They Are			X					
Donald Duck and His Nephews				X				
Water Babies' Circus and Other Stories				X				
Pinocchio					X			
Donald Duck and His Friends					X			
Little Pig's Picnic and Other Stories					X			
Micky Never Fails					X			
School Days in Disneyville						X		
Bambi						X		
Micky Sees the U.S.A.						X		
The World Around Us Series. New York: Gilberton Co., Inc.								
(28 Comic Books)						X	X	X
World Landmark Books. New York: Random House								
(46 Titles Available)						X	X	X

For individual titles not part of a series of such books, see the following bibliographies:

1. Dunn, Anita E. et al. Fare for the Reluctant Reader. Albany, New York: State University of New York, 1952.
2. Indianapolis Public Schools Curriculum, Bulletin No. 22. Indianapolis, Indiana: Division of Curriculum and Supervision.
3. Spache, George D. Good Reading For Poor Readers. Champaign, Illinois: The Garrard Press, Publishers, 1958.
4. Sullivan, Helen Blair, Tolman, Lorraine E. "High Interest - Low Vocabulary Reading Materials." Journal of Education, Vol. 139, No. 2 (Dec., 1956.)

List of Publishers' Addresses:

Benefic Press
1900 North Naragansett
Chicago 39, Illinois

The Bobbs Merrill Company Inc.
1720 E. 38th Street
Indianapolis 6, Indiana

The Children's Press, Inc.
Jackson Blvd. & Racine Avenue
Chicago 7, Illinois

D. C. Heath and Co.
285 Columbus Avenue
Boston 16, Massachusetts

Follett Publishing Company
1010 W. Washington Blvd.
Chicago 7, Illinois

The Garrard Publishing Co.
1607 N. Market St.
Champaign, Illinois

Gilberton Co., Inc.
101 Fifth Avenue
New York 7, New York

Harper and Row, Inc.
Elmsford, New York

Harr Wagner Publishing Co.
609 Mission Street
San Francisco, California

Houghton Mifflin Co.
2 Park Street
Boston 7, Massachusetts

Laidlaw Brothers
Thatcher and Madison Streets
River Forest, Illinois

The Macmillan Co.
60 Fifth Avenue
New York 11, New York

Milmont Publishers, Inc.
310 S. Racine Avenue
Chicago 7, Illinois

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457 Madison Avenue
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Scott Foresman and Company
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Chicago 11, Illinois

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